DOCUMENT RESUME

ED 233 504 EC 152 514

TITLE	College Students with Disabilities: A Resource Handbook.
INSTITUTION	California State Univ., Chico.
SPONS AGENCY	Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE	[82]
NOTE	181p.; For related document, see EC 152 513.
AVAILABLE FROM	Sensitivity and Special Populations Project, California State University-Chico, Chico, CA 95929 ($7.50 for handbook; referenced videotape programs available in two videocassettes, $125.00 for set).
PUB TYPE	Guides - Classroom Use - Materials (For Learner) (051) -- Reference Materials - Bibliographies (131) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Accessibility (for Disabled); Ancillary School Services; Audiovisual Aids; College Students; Communication Skills; *Disabilities; *Faculty Development; *Information Sources; Instructional Materials; Postsecondary Education; *Sensory Aids; Staff Development; Student Needs; Videotape Recordings

ABSTRACT

A resource handbook for faculty and other postsecondary staff who wish to expand their skills in meeting the needs of college students with disabilities is presented. The training program was developed through the Sensitivity and Special Populations project at California State University, Chico. The handbook contains edited transcripts and learning objectives for five video training programs; a safety checklist to help improve safety and accessibility for the disabled; a problem solving chart containing ideas for instructional accommodation; a list of helpful hints; and references of books, films, and agencies/organizations. The titles of the video programs are as follows: "See Me as Me," "Total Communication," "Instructional Adaptations," "Campus Access," and "Devices, Technology, and Change." Additional resource materials include the following: a summary of Section 504 of the Rehabilitation Act of 1973, The United Nations Declaration on the Rights of Disabled Persons, guidelines for evaluating audiovisual materials, a list of selected audiovisual resources, working definitions of "handicap" and specific disabilities, a glossary, and American Sign Language and Braille alphabets. Finally, a list of approximately 180 references (publications, programs, organizations) are appended. (SEW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED233504

College Students With Disabilities:

A RESOURCE HANDBOOK

Produced by
The Sensitivity and Special Populations Project
at the California State University, Chico
with support of the United States Department of Education - Fund for the Improvement of Postsecondary Education

Permission to copy non-copyrighted material is granted providing the credit line reads "Reprinted from College Students with Disabilities: A Resource Handbook," the pages excerpted are identified and a voucher copy is sent to the S.S.P. Project, C.S.U., Chico.

EC 152514

ACKNOWLEDGEMENTS

Many talented and dedicated people have given generously of their time and expertise in order to make this project a success. We are especially grateful to the Califronia State University, Chico Instructional Media Center staff who played a key role in the production of our video programs. Special credit is extended to production crew members for their ongoing enthusiasm and high standards for quality control throughout the production process.

To Don Perrin, our media consultant from California State University, Northridge, to the entire California State University Chico Disabled Student Services staff and to all our consultants from various fields and specialities we extend our sincere thanks. On the following pages are the names of the consultants, the film talent, and the local and state advisory board members who gave freely of themselves because they believed in the concept behind this project.

We also wish to commend Debbie Dakins, Kate Knight and Cindy Wilkinson whose good humor, hard work and commitment to the project helped make the office and project activities run much smoother than could otherwise have been achieved.

Carol Stensrud
Project Co-Director

Bradley Glanville, Ph.D.
Project Co-Director

Shelley Marshall Dave
Assistant Project Director

Local Advisory Board

Harlan Adams
Rosa Bettencourt
Bill Bowness
Chloe Conard
Donna Crowe
Lola Dalton
Greg Francies
Peggy Gray
Gayle Guest
Ted Hanna
Mickey Hayman
Sis Hershey
Dr. Arley Howsden
Laurel Ittelson
Shirley Jarman
Peter Moseley
Bill Neidermeyer
Lou Nevins
Dr. Arnethia Okelo
Peggy Horton-Paine
Doug Richardson
Susan St. George
Amy Summers
Dale Walker
Kathy Way
Roberta Wright

Statewide Advisory Board Members

Ralph Black, Higher Education Specialist, California Postsecondary Education Commission

William Bronston, M.D.
Medical Consultant
California Department of Developmental Services

A.T. Brugger, Special Assistant
Student Affairs and Services
University of California

Janice Cox Coffey
Higher Education Specialist
California Postsecondary Education Commission

Independent Living Skills Project
Center for Independent Living, Inc.
Berkeley, California

F. Phillip Johnson, Assistant Dean
Acting Coordinator-Programs for Students with Disabilities
Office of the Chancellor
California State University

Linda Bunnell-Jones, Associate Dean
New Program Development
Office of the Chancellor
California State University

Dr. Fred McFarlane, Project Director
Region Nine, Rehabilitation Continuing Education Program

Morgan Odell, Executive Director
AICCU: Association of Independent California Colleges and Universities

David Passarell, College Specialist
California Community Colleges
Sacramento, California

Rosalie Passovoy, Principal Administrative Analyst, Student Affairs and Services
University of California

Donald Perrin, Media Consultant
Media Center
California State University, Northridge

Ed Roberts, Director
California Department of Rehabilitation
Sacramento, California

Dr. Gerald Sherba
California State University, San Bernardino

Anita Silvers
California State University, San Francisco

Mike Vader, Manager
California State Personnel Board
Affirmative Action for the Disabled

Major Consultants - Content and Program Development

Bob Bakke, Program Development Specialist
Office of Research and Grant Development
California State University, Chico

Ron Blosser, Special Student Services
Southern Illinois University
Carbondale, Illinois

Dale Brown, Public Information Officer
President's Committee on Employment of the Handicapped
Washington, D.C.

Dr. Phyllis Bush, Dean
Learning Activities Resource Center
California State University, Chico

Paul Karlstrom, Director and Staff
Disabled Student Services Office
California State University, Chico

Diane Duckworth
Dann Rehabilitation Services
Mountain View, California

Judith Pelton
Communication Specialist
San Jose, California

Lily Roberts and Howard Wolff, Ph.D.
Evaluation Consultants
Butte Canyon Research Associates, Inc.

Lynn Smith
Access Planner
National Disability Awareness
Bellingham, Washington

Royd Weintraub
Director
Instructional Media Center
California State University, Chico

Film Talent

Lois Adams
Linda Allred
Karen Andrews
Steven Applewhite
Janette Armstrong
Barbara Bagley
Janice Baierski
Bill Barrett
Deborah Berlinn
David Bermann
Ralph Black
Debbie Blake
Ron Blosser
Stephen Slosser
Nyson Bobloct
Sally Brandoff
Theresa Briggs
Donald Briggs
Kathryn Brousse
Joel Bryant
Timothy Burns
Janet Bush
Sherry Bussey

Mark Casebeer
Tracy Claflin
Chloe Conard
David Cook
Donna Cordes
James Collins
Shirley Cramer
David Curtis
Derrick Curtis
Mary Arminda Curtis
Lola Dalton
Bob Dave
Kerry Daveline
Michael Davis
Robert Davis
Linda Delurenzo
Lori DeRego
James Dorsey
Nic Draper
Paul Dyer
Mary Eder
Bill Eide
J.R. Ekerle

Billy Elliot
Stephen Erickson
Tyrone Espinoza
John Eulenberg
Karen Faith
Chris Ficken
Sandy Field
Kathy Fries
Jake Gelvin
Brad Glanville
Kathy Glanville
Karen Grant
Gaye Graves
Peggy Gray
Floyd Hardin
Lisa Harmon
Lallette Harris
Jeffrey Hartman
Dexter Henderson
Joyce Henry
Martha Hisey
Bud Jarvis
Helen Johns

Tom Kisabeth
Terry Knox
George Langen
Joel Leonard
Paul MacMahon
Sue Madden
Jacqueline Mann
Margaret McCambell
Kerry McCellar
Greg McKenzie
Molly McKenzie
David McKey
Greg Meagher
Kelly Meagher
Teresa Mendick
Larry Meyers
Dave Missall
Yvonne Mulkey
Karen Myers
Adriane Naess
Steven Newman
Clarence Nicodemus
Kelly Niles
Arnethia Okelo
Judy Olmsted
Peggy Horton-Paine
William Pang
Barbara Petersen
Lori Pracht
Laurie Preston
Gary Quiring
Violet Quiring
Katherine Ragle
Tim Randall
Laura Raucsher
Clay Rice
Dough Richardson
Ed Roberts
Charles Robinson
Timothy Rust
James Pleau
Stan Rice
Donna Rodrigues
Carolyn Sabin
Bud Sayles
Amos Saunders
Nancy Seydon
Larry Schmunk
Caroline Schoepp
Vic Sharbavo
Kim Shepard
Chris Shunatovich
Peggy Waterhouse-Skeffington
Jeff Sloan
Charlene Smaltz
Pat Sonntag
Shelbee Stahl
Amy Stein
Alyce Stensrud
Lloyd Stensrud
Caspar Suitor
Katherine Sullivan
Christian Taylor
Theresa Taylor
Laura Tellone
Rich Tobias
Dorothy Tombaugh
Mary Trahan
Linda Troyer
Cindy Tucker
Barbara Turek
Carmen Vasquez
Brian Villalobue
Keith Walker
Deborah West
Casey White
Espie White
Randy Wieland
Michele Yoskowitz
Bill Yoskowitz
Loren Williams
Robin Wilson
Nason Wobbema
Helen Woodall

TABLE OF CONTENTS

	Page
Title Page	i
Acknowledgements	ii - v
Table of Contents	vi - vii
Production Credits	viii - ix
Introduction	1 - 2
PART I - TRANSCRIPTS OF VIDEO PROGRAMS	
Program 1 - SEE ME AS ME	
Learning Objectives	3
Transcript	4 - 12
Program 2 - TOTAL COMMUNICATION	
Learning Objectives	13
Transcript	14 - 20
Program 3 - INSTRUCTIONAL ADAPTATIONS	
Learning Objectives	21
Transcript	22 - 28
Program 4 - CAMPUS ACCESS:	
Learning Objectives	29
Transcript - Your Disabled Student Services	30 - 32
Transcript - Adapting Other Student Services	33 - 35
Program 5 - DEVICES, TECHNOLOGY AND CHANGE	
Learning Objectives	36
Transcript	37 - 41

continued

TABLE OF CONTENTS
continued

PART II - RESOURCES

Declaration on the Rights of Disabled Persons	42 - 43
Summary of Section 504 Rehabilitation Act	44 - 45
Students Speak on Disabilities	46 - 48
Helpful Hints	49 - 52
Campus Access Checklist: Space, Safety, Seeking and Sharing	53 - 57
Architectural Checklist	58 - 62
Evaluating Audio-Visual Materials	63 - 64
A Working Definition of Handicap	65 - 67
A Guide to Disabilities	68 - 69
Glossary	70 - 75
Braille and American Sign Language Alphabet	76
Resource List	
Program 1 - SEE ME AS ME	77 - 85
Program 2 - TOTAL COMMUNICATION	86 - 88
Program 3 - INSTRUCTIONAL ADAPTATIONS	89 - 95
Program 4 - CAMPUS ACCESS: Disabled Student Services and Other Campus Services	96 - 108
Program 5 - DEVICES, TECHNOLOGY AND CHANGE	109 - 114

F.I.P.S.E. PRODUCTION CREW

CAROL STENSRUD

Project Creator
Video Content Developer
Script Writer
Narrator

ROYD WEINTRAUB

Administrative Consultant
Media

LARRY SCHMUNK

Executive Producer-Director
Chief Cameraman/Lighting
Video Editor

DONNA CROWE

Associate Producer-Director
Scriptwriter
Video Editor

LOUIS NEVINS

Instructional Design
Consultant

JUDITH OLMSTED

Production Coordinator
Video Editor: Program #1 (2nd half)
Background Research, Program #3

CAROLYN SABIN

Audio
Video Editor: Program #4, Part I

GORDON BUFORD

Scriptwriter: Program #3

DALE WALKER

Talent Coordinator: Program #2
Relief Cameraman
Additional Lighting

GARY QUIRING

Production Stills
Relief Cameraman
Additional Lighting

PETER MOSLEY

Assistant Video Editor: Program #1 (2nd half)

00[illegible] 9

ROBERT WALKER

Consultant to the Project Creator:
Program #3

JEFF TEETER

Relief Cameraman

CEC GREENE

Additional Production Stills

TELEVISION PRODUCTION INTERNS

DAVID BUNGE
DAVID GAI
REGINA CARIAGA
KIT CLEMMONS
TIM BURNS
RON BRIGGS

JOHN COWAN

Original Music

CHARLES ROBINSON

Original Music

TECHNICAL SUPPORT

WAYNE LEATHERS, JR.

Chief Video Engineer
Captioning Engineer
Special Effects

ADAM MORGAN

Assistant Video Engineer
Special Effects
Logo Animation

GRAPHIC ARTS

CHRIS FICKEN

Script Visualizations
Illustrations/Prop Design
Publication Design

FAYE ANGLEN

Title Design

GEORGIA GREENLEE ROUSE

Project Logo Design

GREGG BERRYMAN

Project Letterhead Design

INTRODUCTION

In ever increasing numbers, students with disabilities are seeking an academic path toward taking greater control of their own lives and roles in contemporary society. Whether the objective is a Ph.D., and M.A., B.A., A.A., or certification, for many persons post-secondary education is a major vehicle to increased freedom and a life of higher quality. This progressive trend toward higher education for people with disabilities is due in part to the passage of legislative mandates such as PL 94-142 (Education of All Handicapped Children Act 1974) and PL 93-112 (The Rehabilitation Act of 1973, which contains the accessibility mandate of Regulation 504).

But an even greater part of the trend is due to a growing realization among post-secondary educators that the nation's colleges and universities must take a leadership role in the mainstreaming of individuals with disabilities into American life. This handbook, and the multimedia training program which it accompanies, represents how the federal government and the nation's higher education system can join hands to produce positive change.

The handbook itself is designed to be a resource for those faculty, administrators, support staff, and other campus personnel who wish to expand and update their skills in meeting the needs of students with disabilities. It contains edited transcripts and learning objectives for the five programs which compose the video portion of the training package, a safety checklist for those who wish to improve safety as well as accessibility, a problem solving chart containing ideas for instructional accommodation, a list of helpful hints for those who may be in need of advice, and reference lists of books, films, and agencies/ organizations for those who wish to probe beyond the materials presented here.

As you examine these materials you will notice that often we have employed the more cumbersome phraseology "students with disabilities," in many situations where it might have been grammatically 'neater' to have said "handicapped students," or, even more simply, "the handicapped." We chose the prior terminology for two reasons. First, the term "students with disabilities" is indicative of the fact that the subjects of this

program are properly recognized as students first, and the matter of their disabilities is of secondary importance. Another reason for avoiding the term "handicapped" is that it crept into people's vocabularies as a generic label for the great variety of disabilities, which it is not. Being disabled, regardless of the severity or permanence of the conditon does not necessarily mean one is also handicapped. To be "handicapped" is to permit a temporary or permanent limitation to interfere with life to the extent that one's goal in life is given up rather than seeking alternative ways to accomplish it.

And that's what this handbook is for - to assist you in devising new strategies and techniques so that all students may have access to the higher education community.

PART I

Transcripts of Video Programs

Program 1

See Me As Me

LEARNING OBJECTIVES

PROGRAM 1

SEE ME AS ME

After viewing this program you should be able to:

1. Discuss the benefits to be gained by removing barriers that prevent persons with disabilities from fully participating in postsecondary educational programs.

2. Summarize the philosophy behind mainstreaming.

3. Know what is meant by "projected limitations".

4. Identify and define disabling conditions including:

   Dyslexia
   Mobility Impairment
   Multiple Sclerosis
   Multiple Handicap

PROGRAM 1

SEE ME AS ME

Narrator: "This program will introduce you to some people who live with disabilities. First you'll meet Ed Roberts who became a quadraplegic at fourteen from polio. Ed saw early that education was a path to freedom, and later went on to graduate from the University of California at Berkeley, and became an educator. Today, he is the director of the Department of Rehabilitation for the State of California, and the proud father of a three-year-old natural son.

Since Ed has long been recognized as a pioneer in changing old attitudes about people who live with disabilities, I went to him for some ideas.

Narrator Carol Stensrud to Ed Roberts: "This is a show, this is the first show of a series and it's the most important. It's the one that speaks to attitudes and changing attitudes is what you're best at, that's why I'm asking you to take over.....take a shot."

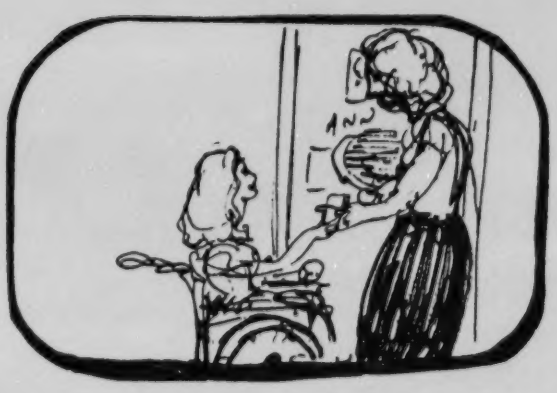
Ed Roberts: "Well, I've lived it, so I think I can speak about it. You, too, Carol, know after you've looked at both sides of the issue - you've got more than twelve years of experience in this field - that attitudes are the number one barrier to our movement back into the mainstream of our society. And until we begin to destroy those old sterotypes, those old myths, about what we are, and until people begin to see us as people first, and then as someone who has a special need and treat us like it, if I had one thing to tell people I would say 'stop treating me so specially, stop being afraid of me.'

I believe people are missing a whole lot by not knowing me, by not knowing other people who have disabilities. One of the best things and most enriching things about life, I think, is its diversity, and that very severely disabled person has a magic about them.

I think it kind of reminds us in a sense about how fragile we are. We can go frm being an athlete to being a quadriplegic in a few minutes. I've learned so much from what's happened to me in the past. I went from being a young aspiring athlete to

being a helpless cripple you know, within two or three days, And, feeling all those awful feelings about myself, all of a sudden being that thing that I'd bought into, too... a helpless cripple. And having people around reinforce that I'd never be able to do certain things; I'd never be able to work. In fact the doctor said to me and to my parents, 'Well, you should just be prepared because no matter what happens, you son's going to be a vegetable for the rest of his life.' Well, you know, I am right here with you as an artichoke, a little prickly on the outside, but with a big heart. It's those kinds of old attitudes that we need to turn around and shape them into something positive.

When I first became disabled, especially, the attitudes towards seeing me as a helpless cripple and unable to do anything or to have a future was the most devasting thing I came across, and it remains true. That, for younger disabled people, or for older, the people around them are negative and feel there is no future, it becomes selfulfilling. But if they believe in themselves and the people around them are positive, they create their own future. We're just people, with the same needs and desires as anyone else, and then we have some special needs.



Ten years ago I would never have been appointed director of the Department of Rehabilitation, but it's much more common today. Things are going to get better, and these next few years are going to be very exciting, and I'm really glad to be a part of it.

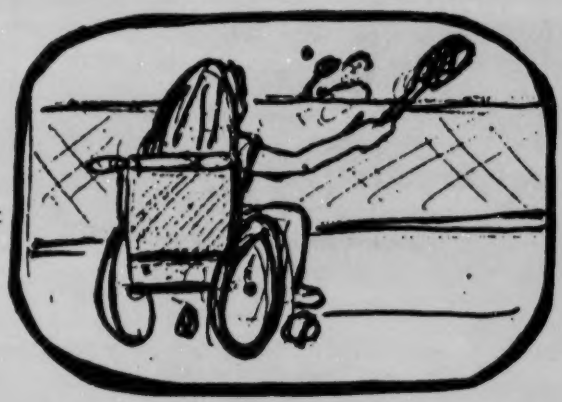
I guess I identify myself in a couple of ways. I, first and foremost, am a father, and second, a professional. First, a father of a three year old son who is just the joy of my life, and the best thing that ever happened to me. There's no doubt about that. He's taught me a lot about myself, he's taught me about how little a disability can really mean when you look at it through the eyes of a son and father and I think that's the power of it, he just sees me as daddy. And I guess I am different and he recognizes that, but he doesn't know any other daddy, and do it's very obviously a special relationship. Disability isn't the worst thing in the world, it's a part of life. It can be a strength giving experience

and I can say that in my twenty-eight years of having this disability, it's been essentially a positive experience.

When someone sees me they don't think of a powerful person who has acheived a certain amount in life; they think of cripples. Helplessness builds sterotypes. And that's what's so damaging and so difficult to get beyond. When I go to get on an airplane and someone throws a rule that I can't take a battery, or whatever, it doesn't matter whether I'm the director of rehabilitation or a national leader, I'm just a cripple and they're going to treat me much like any other cripple. And so I'm constantly reminded of it, and I'm constantly grounded by the fact that I'm basically no different than any other disabled person that you'll see in the program, or that you'll come across."

Narrator: "Athlete Bill Bowness is an active organizer of sports and tounaments in which people who use wheelchairs can participate. Bill says that when wheelchair sports were played after World War II they were segregated in nature."

Bill Bowness: "Now, we're seeing a lot more of the sports being integrated into able-bodied sports. you're seeing things like marathoning, downhill skiiing, snow skiing, wheelchair tennis that can be played with an able-bodied partner. Things that do not segregate, but put together; we don't want to see segregation anymore. Trying to find sports that can be equally adapted to both people and that can be shared by both an able-bodied person and a wheelchair person who is disabled.



Narrator: "Why is that important?"

Bill Bowness: "We're segregated enough just through activities of our daily living. We have special elevators, special areas to sit, why do sports have to be special?"

Narrator: "Before his own accident, Bill remembers a friend who came back from Viet Nam a triple amputee.

At the time, he wondered what he would do in that situation and concluded....."

Bill: "That if it ever happened to me that I didn't want to live. I'd much rather die than to survive such an accident or an ordeal like that, if I wasn't a whole person I didn't want to live at all. Less than two years later I was in a car accident, broke my back, and became a paraplegic. The idea of suicide, or not wanting to live never occured to me.... there was an animalistic will to survive that was overpowering."

Loren Williams: "Recently in the last two and a half years I became blind."

Narrator: "Loren Williams, like many people who live with disabilities, makes an effort to put others at ease."

Loren: "I've learned that the eye contact is important and I've trained myself to find out where the other person's eyes are and then try to look there occasionally as I'm speaking to them. It is a little unnerving if I miss by a few inches, so I try to be accurate. And then of course I try to look at other places and not stare. The other day I was at the doctor's office; I had a book as if I was reading it, and my wife was saying - "good try". I think that the fact that I had diabetes since I was eight years old, and I was told at the time by the time I was 35 or so I could be blind or crippled - I guess I subconsciously decided to grab all the gusto I could. And I've done a lot, I've been a policeman, a fireman, and I've traveled around the world and just literally done the things I've wanted to do and was able to do."

Narrator: "Amos Saunders is the chairman of the board of the Northern California Independent Living Program, through which he offers classes in American Sign Language. He explains the difference between being deaf and being hard of hearing."

Amos Saunders (interpreter): "First, you have hearing people, people that have full hearing and full understanding, at the bottom of the scale, you have someone who is totally deaf, someone who is not really able to hear at all. I have almost no hearing, with a hearing aid, I can understand vibrations, maybe, but I don't understand words. In the middle of those ranges you have hard of hearing, from being able to understand speech to being able to hear well, just with the aid of a hearing aid. It depends on the kind of loss.

I really would like for people to know that deaf does not mean dumb. Sign language is my tool so that I can express my feelings - don't make me talk. Hearing people should realize that sign language is the deaf people's way of communicating.

I understand, I want you to understand that myself and other deaf have pride in our culture and our sign language. Our sign language has been around for about 200 years and we want it to contunue. It does not need to be changed from a beautiful language to a partial language. It is beautiful."

Narrator: "Kelly Meagher prefers to "press the flesh" as he says when greeting people. He is adjusting quite well to a mobility impairment."

Kelly: "It's been less than two years since I had my accident, but I decided early on in my rehabilitation that the hardest problem I was going to have was not actually manipulating the device, but making sure in my own head, that I know that this is what I had and that I was going to use this, that I no longer had my hands, that I had my prosthesis, that I was going to use them and not let them limit me, but use them to do whatever I want to do and that's what I've been doing."

Narrator: "So then sometimes limitations are not real...."

Kelly: "I think that you limit yourself, everybody tries to limit themselves or has the potential to limit themselves, and with me I just, you know, I refuse to be limited by it. People ask me, can you do this, can you do that, and my general response is there is nothing I can't do if I want to do it. Sometimes I have to do things a little differently than I would if I had my hands but I don't think there is anything I can't do if I want to do it. Don't be confused by what you see here, look at me as a whole person."

Narrator: "And what do we see here?"

Kelly: "Well, we see something, we see my prosthesis, my hands if you will. Most people don't have these so a lot of people when they look at me its the first thing they see, and some people its the only thing they see."

Narrator: "Kathy Way tells what it's like to be prejudged and perceived to be limited."

Kathy Way: "They look at me and before they even know me, they notice my wheelchair, they say I'm probably mentally retarded or something, especially when I speak to them."

Narrator: "What about your speech? What's different, how do people react?"

Kathy: "Well, I guess I'm kidding myself, but I tell them it's rather unique and unusual because a little portion of my brain went dead from lack of oxygen and I had to learn to speak all over again. Now I'm told - I've taken speech for about 4 years now - and I'm told that most people understand me now. Like on the phone I don't even have to say "Hi,", they know it's me."

Narrator: "Sometimes the limitations are real and are most constructively dealt with by facing up to them. Bill Eide describes how he finally came to terms with multiple sclerosis."

Bill Eide: "I wouldn't accept it for a long time. That the doctor was wrong, it couldn't be me having all that trouble. So, I would say, three years ago, four years ago, I did accept the problem I was having, which is not easy to do sometimes - to accept it - but there is a problem. And it's quite a good feeling for me and for the person involved when they do accept that there is a difficulty. And this difficulty is actually the destruction mostly of the myelin coatings of the nerves. And also it, uh, does some damage to the brain itself. It causes short circuits between all the nerves and the body. It is similar to taking 10 or 15 extension cords and light 15 items with power and then pour, for example, acid in the middle of the pile of wires. If then you plug them all in you'd have all kinds of short circuits - turning on things that you didn't want on, and not doing other things and burning out completely. That's been my experience, I have disorientation. When I try to dance, and I do dance now, but it's for half a song. Sometimes its for a full song which is a great accomplishment for me. It would

be much better to do all the things I used to, but I can't. I know my limitations."

Narrator: "Seeing, hearing, speech and mobility impairments should not prevent people from realizing their potential, neither should disabilities associated with the thinking process. Molly Mackenzie does not intend to let mild mental retardation stand in her way."

Molly Mackenzie: "I'm going to Butte College, and studying to be a nurse's aide I realize that I'm handicapped and that I will probably always be handicapped, but I'm still learning to work and do whatever I can to improve myself. Sometimes they'll give me problems saying,"Well, Molly couldn't make it through, it figures because she's so disabled." But, I just don't pay any attention to them because I know if I just keep chugging on up that hill that I know that sometime I'll make it as a nurse and I'll be there."

Narrator: "It's doubtful that freshman Kim Shepard will let multiple disabilities determine her college career aspirations. Mainstreamed through elementary school and high school, she has learned how to made the most out of adaptive devices and techniques."

Kim Shepard : "I'm not really sure of what I want to do right now, I'm interested in computers and psychology, so it could go either way. So basically, what I'm doing is putting my foot in the door and finding out what interests me as a student and what would apply, you know, for a career. I have cerebral palsy. I'm also partially sighted, which means I'm dealing with two distinct handicaps. I'm working with a brain impairment which affects some muscle control, my lower body, and part of my upper body as well. Being physically limited hasn't stopped me from really obtaining what I want, what I want to do in life."

Narrator: "And what do you want to do...do you have some goals."

Kim: "Well, probably I want to hold a respectable job by the time I'm 25. The trick is to adapt to your ability and let people know that you are willing to work with them."

Narrator: "People with learning disabilities have average or above average intelligence yet they perceive and process information in different ways. College senior Chloe Conard has dyslexia, one type of learning disability."

Chloe Conard : "Instead of seeing words in groups of words, I see just separate letters floating in a page, I don't see them in any kind of coherent order or sectioned off."

Narrator: "How was it determined that you were dyslexic?"

Chloe: "I was given a lot of tests. A lot of psychological tests and, ink blot type tests, and drawings too. I was asked to draw letters to learn the alphabet. It was also determined that I didn't have any left-right orientation; there was no line down my body that said this the right half and this is the left half. So, I've developed it now. But those were all, and I also never crawled. I never went through the crawling stage of development. These are the telltale signs of having dyslexia.

Everyone told me, you can't you can't, and finally, I decided I can, I'd just go ahead and do it and ignore all these people telling me what's wrong with me, just go ahead and do it. I decided I wanted to go to college and that was a real problem. They said "go to a junior college" and "get a trade" and "become a seamstress". And I said, "Well, no, I'd like to go to Chico State and major in gerontology. And they said, "Well we don't think you can make it." And I said to just give me a chance. I think I probably would have been a lot happier with a lot less education had I not been told that I couldn't make it. I probably would have become a seamstress...that's what I really wanted to do, but as soon as somebody said that's all you can do - I lost interest, and here comes grad school."

Narrator: "J.R. Ekerle contends with a heart defect. His recurring crises have cost him many interruptions in his college career."

J.R. Ekerle: "The only thing you can compare it to I guess is having a stick of dynamite attached to your body and not knowing when it is going to go off. You can be in bed, be out running around the track, or just be sitting doing homework, and suddenly the heart steps up, you get that 200 beats a minute and you decide, wow, I have to go to the hospital. And it is a life or death situation."

Narrator: "You live very close to death then."

J.R.: "Yes, frequently."

Narrator: "And how has that affected your living? How does it affect people around you, friends, family, new relationships, old relationships?"

J.R.: "It affects a lot of things in as far as that respect. It affects the fact that they don't know I have it in the first place. When to explain this to them, is a problem, you say it as soon as you meet somebody, do you say, "By the way, I have this life threatening disability, do you mind hanging around me?" Or do you wait until you get very intimate with the person and say, "By the way, before we get married tomorrow, I want to tell you that there's a possibility in three months I could be in the hospital facing death."

Narrator: "If you had one thing to tell the world about living with a disability, what would that be?"

J.R.: "I think basically what a lot of disabled people say, "Treat me as me, see me as myself, for what I am." Don't see me as a person with a heart defect, a person with cerebral palsy, a person with hearing impairments or sight impairments. This is really crucial because wehn somebody sees you as yourself, and when you see yourself as yourself, there's a lot of dignity to that."

Program 2

Total Communication

LEARNING OBJECTIVES

PROGRAM 2

TOTAL COMMUNICATION

After viewing this program, you should be able to:

1. Define "fear of initiation" and indicate how it impacts on interpersonal communication.

2. Identify the major dimensions of interpersonal communication and indicate three ways to enhance the effectiveness of a message.

3. Differentiate between and give examples of simple, non-coded messages and complex, symbolically coded messages.

4. Indicate four different techniques for communications with people who have visual or auditory impairments.

5. Identify and define the following:

   Co-active movement
   Body language
   Seeing Essential English (SEE)
   American Sign Language
   Finger Spelling
   Tadoma
   Scanning

PROGRAM 2: COMMUNICATION

Narrator: "This program is about Total Communication. It will help you to become more confident in communicating with people who live with a disability. "

"Total Communication simply means looking at the elements of communication in a flexible way. In the next few minutes we will examine the communication factors of Mode... Tuning... and Timing. We'll also look at some different methods and strategies of communication and list some helpful hints specific to communicating with people who live with a disability."

"Communication. It's a vital part of everyone's life. And most of us have had very little education in communication. Discovering the many different ways that people can share information, you'll find yourself becoming more confident. Through increased commitment and flexibility, you'll become a more effective communicator."

"MODE simply means the different ways people give and receive communication. The most common modes are auditory, visual and kinesthetic, or touch."

"The key is for the sender to be able to match the mode of the receiver. What happens if you don't know your receiver's most useful mode? Then you try and use them all - it's called Total Communication. Once you've selected the right mode, you'll want to consider tuning. Tuning means gaining the attention of the person with whom you are communicating, and directing your message to them. Here's what can happen when people are not tuned in..."

1st Customer: "Gee, this is a nice place, isn't it?"

2nd Customer: "It sure is, I'm glad we decided to come here."

(in wheelchair)

1st Customer: "Me too."

Waitress: "Hi, I'm Barbara, your waitress."

1st Customer: "Hi!"

Waitress: "And what would you like?"

1st Customer: "I'd like to ask, are there sprouts or lettuce on that vegetarian burger?"

Waitress: "There's sprouts."

1st Customer: "Okay, I'll have that burger."

Waitress: "Okay, and what would she like?"

2nd Customer: "I'll speak up for myself, thank you."

Waitress: "Oh, okay."

Narrator: "Now that you've been able to select the right mode to use, and done some fine tuning, you're ready to consider timing. Timing can mean two things. First of all it means the speed of your message. Let me show you what I mean."

"Not all people receive or process communication the same way. Bill's thoughts may be speeding along at 85 mph, however due to additional reaction time, his response may be delayed. For people like Bill, who may speak or interpret thoughts or write at a different speed, things like a variable speed audio tape recorder and services such as note-takers, transcribers, interpreters, and readers, can offer flexibility."

Professor: "...responsiveness of the early Roman government affected the downfall of the empire. Okay, are there any questions?"

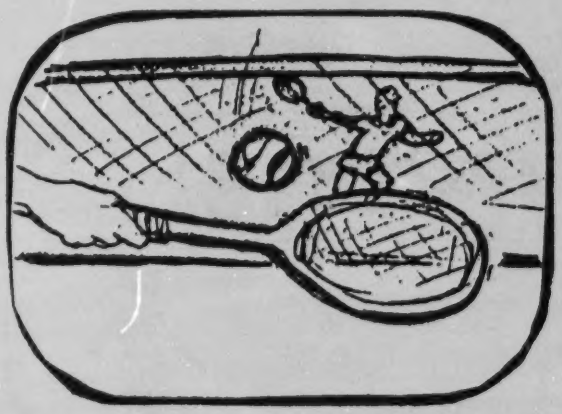
Narrator: "It's important to allow people the time to communicate in their own way. Some people need extra time to get their message across... And restating the question clarifies the message for everyone."

"So in the previous examples time has meant speed or pacing of the message. Timing can also mean the placement of the message in relationship to the environment. When you give a message, the environment should be free from distractions. Because people with disabilities may have a more limited range of communication modes available, distractions can make it extremely difficult for them to receive the message."

Narrator: "The concepts of total communication, they're interesting to put into practice. Yet, they take a little experience and some time, and definitely a good sense of humor. In this next segment we're going to look at different methods and strategies of communicating with people - some very simple, some complex. Some of these you've already used, intuitively, and others will be kind of new to you. I look at communication strategies on a continuum, from simple non-coded messages to more complex coded messages. We're going to now look at simple non-coded messages and I call them direct messages."

"Touch is an example of a direct message. Co-active movement is a type of touch/communication. It's simply a simultaneously do-exactly-together pattern of communication. Gestures are a type of direct message that we've used since we were little children. While gestures may need some basic decoding, even subtle gestures are highly indicative of the message. Body language is like gestures only instead of using one part of your body to communicate the message you use your whole body."

"Imitation is another communication technique. In learning tennis, for example, you copy the movements of the teacher. This may seem simple, but it requires a mirror image type of processing. By actually using a direct image imatation the problem of transference is solved. Verbal imitations can aid you in understanding persons with unique speech patterns."



Sally Brandoff: "What?"

Bill: "They refused me..."

Narrator: "By matching the pacing of your friends speech, you find you can often develop a greater understanding. Here's how it works. Try to watch and imitate how they communicate, watching their lips, the pattern of breath, pace of speech, and the tension in their voice."

"Some people process information best through a visual or tactile mode. That is why demonstration is a good total communication strategy."

Salesperson: "Have you ever seen a tomato sliced this thin? Yes with the Popeel Vegematic you'll be able to feed millions of guests with one tomato. Onions are always a problem, but with the Popeel..."

Narrator: "While we might have grown leary of commercials that use demonstration as a technique...it's still a valid strategy for interpersonal communication."

Student: "In class yesterday, you talked about how to identify this copper two solution. Could you demonstrate that for me please?"

Instructor: "Yes, do you remember the original copper two ion solution has a light blue color to it, it will take a little of that, the test was to show that when one added a little ammonia hydroxide to the solution, that a blue percipitate was forming. Gradually this light blue precipitate dissolves and we end up with a very dark blue solution which is now clear."

Student: "Thank you, I think now I'll be able to understand what we were talking about in class."

Instructor: "Good. excellent."

Narrator: "Direct messages. They need very little decoding to be understood. Symbolic language does. Like these symbols, they're usually culturally specific. (ding dong, ding dong) Within Western culture, for example, people with a hearing impairment might see this light and know that there's someone at the door, or know that it's time to get up because their alarm clock is ringing."

"An attempt to make some symbols and signals universally understood is being made. This is becoming recognized as the international symbol of access. There are other types of international symbols. Such as the internationally recognized Bliss Symbol System."

"This symbolic language can be used by people who have limited verbal abilities, its also useful to people who may speak different languages. I bet you can guess what these symbols mean. Sure, Man and Woman. The Bliss system is an internationally recognized means of communicating through symbolic language. I'm going to show you a sentence. You can see that these symbols will be easily recognized internationally."

Narrator: "People with hearing impairments or people that may have difficulty in speaking, rely on several forms of sign language. American Sign Language is the third most commonly used officially recognized foreign language in the United States. It is based on concepts, not English. A newer form of sign language has been developed called "Seeing Essential English", or "English on the hands." It does closely follow the English language."

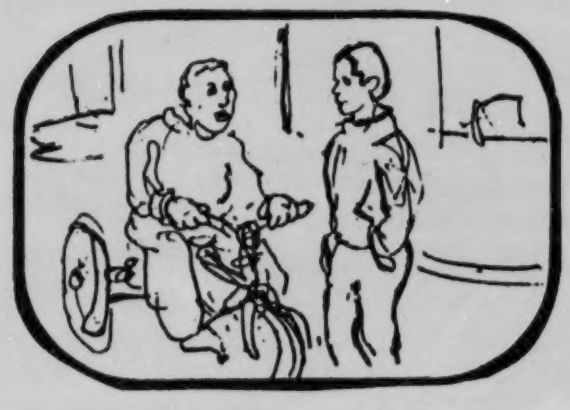
"Finger spelling is another type of "English on the hands." Finger spelling assigns a finger position to each letter of the alphabet. In a class I teach, we discuss types of communication called Tadoma and scanning."

Narrator to class: "Now that you've all learned the manual finger spelling alphabet (ABC,etc), now try that by putting the symbol for a letter into a person's hand and they will discover what you are saying through touch. Why don't you try that."

Narrator: "Tadoma is a means of communication of people who are both deaf and blind. It's a form of touch communication. Scanning is a technique whereby a person who may be verbally limited can communicate with you by an indicative movement. There are several kinds of devices that can assist with scanning. They range from simple word boards to more complex scanners and electronic word boards."

Voice of Word board: "My feelings are hurt. I don't understand. I need help. Okay. Bye."

Narrator: "But of course, scanning as a technique can be as simple as blinking an eye in response to a yes or no question. So we've looked at a lot of factors that contribute to total communication. You've seen how selecting the right mode is important to establish communication.. how tuning can focus your message in the right direction...and how appropriate timing can assure communication interchange and can work to eliminate distractions. You're also more aware of the methods and strategies of communication which can involve direct as well as symbolic messages."



Narrator: "Yet you still might have some questions and concerns. So, in this last segment we're going to give you some hints.

Many experience what psychologists call "fear of initiation." It's that feeling that says, "What if I say something something foolish or hurtful, or embarrass somebody else?"

One way to handle this is to say to yourself: "It won't hurt to ask." Asking gives people options. Another common concern is... How can I communicate? I'm not a specialist. You don't have to be a specialist. All you need to do is try.

Remember, you can use a variety of techniques... gesture, verbalization, good eye contact, and, you can even write a note. Give it your best shot.

And what if you don't understand what a person is trying to communicate to you? Well, first, be honest rather than pretending or faking it."

Bill: "The mere fact of you saying something to people and they will say "uh huh, uh huh" like they really know what you said, and they don't know from nothin'"

Narrator: "It's okay to say:"Could you repeat that please?" People who live with disabilities are often confronted with patronizing communication. Some common examples are the use of inappropriate adjectives, indicating helplessness or pity. They are statements like: "It's so amazing, even though Bill's confined to a wheelchair, he can still hold a job!" Remember, your language reflects your attitude. Be positive, not patronizing."

Narrator: "Another consideration is time. Once in a while you'll have to be patient, and allow people the extra time to communicate.. submit a report..or to answer the telephone. And finally, remember that it always helps to check that your message was received."

Judy Pelton: "I think it's important for everybody to remember that communication is a mutual experience and the only way that you can know that your communication is effective is to look at the response of the person, their verbal and non-verbal cues."

Narrator: "Giving and requesting feedback, I call it perception checking, it's a good communication strategy. It's asking yourself, "Did my receiver really understand what I meant to say? Were we sharing honestly? Did I ask for some feedback?" As we look at the list of hints again, think of how you might put each one to use: Ask, try, be honest, be positive, allow time and get feedback. Ability. We all have the ability to communicate with everyone. We have to believe in ourselves and use flexible and open communication strategies. Successfully sharing and communicating - it is mutually rewarding. This song represents that feeling.

Program 3
Instructional Adaptations

LEARNING OBJECTIVES

PROGRAM 3

INSTRUCTIONAL ADAPTATIONS

After viewing this program, you should be able to:

1. Identify and discuss the major academic concerns both of students with disabilities and of professors who teach them.

2. Prepare a statement to be said in class or given on a course syllabus which invites students with disabilities to discuss possible course adaptations with the instructor.

3. Identify three different sources of assistance for faculty interested in making instructional adaptations.

4. Indicate the most important characteristics of instructors who have made successful course adaptations.

5. Generate a list of possible course adaptations for students who have specific disabilities.

PROGRAM 3: INSTRUCTIONAL ACCOMMODATIONS

Narrator: "This program is about instructional accommodations in a college environment. It will provide you with some helpful strategies that will make your courses more accessible to students who live with a disability."

Student: "When I take a class, I expect to be challenged and to be treated as an equal with the rest of the class."

1st College Professor: "But how? I'm not sure how she's going to do it. I don't object philosophically to her being in my class, it's just that I can't help but worry what I can do for her."

2nd College Professor: "It sounds like an awful lot of individualized instruction, and I'm not opposed to the idea, I believe that students with disabilities have as much right to education as anybody else. But there are limitations and I thought there were special teachers. I have a lot of content to cover, other students in the class, and there's only a certain amount of time to spend on this. I just don't know how to deal with disabled students."

Kim Shepard: "I just want to let the instructor know that, I do need special adaptations in testing and material, but that won't stop me from learning the curriculum that everybody else uses. And I don't want any special treatment or favors.....

.....

...I just want to cooperate with my instructors because we're both in this together."

Narrator: "We're both in this together. That would make a pretty good theme for the equal-education 504 statute. There will be some problems to be solved, that's why we're here. It will take imagination and determination. It's really just a matter of thinking of the teaching process in a creative way, and knowing that there's always a better way."

"For example, Professor Jim Storen says a lot about his attitude To a student living with a disability, the manual alphabet on his door shows he is aware, receptive, adaptable and accommodating."

Narrator: "To other faculty members it says he takes seriously his responsibility to provide equal education to people who live with disabilities. It also projects the belief in and the recognition of, the reality of integrating people with disabilities into the mainstream of community and scholastic life."

"Creativity in teaching is not being devilshly clever, or magical. It is often just a matter of being willing to give up old habits; being adaptable. Very often the solution will come from the students themselves. They've learned how to do things differently, because they've had to. You and the student decide together, what adaptations to make that will facilitate learning. As an instructor, you can let the students know that you're open to their needs the first day of class. And by a statement in your class syllabus."

Professor to class: "Please feel free to come in and talk with me about if you'd like to arrange an alternative.....

like an oral test, or a visual tape take home exam. You see, I've learned there's a difference between measuring student competency and measuring such things as student stress or language facility or, well test taking ability. So do come in if you'd like to arrange an alternative."

Narrator: "Now that you've got the general idea, let's tackle a specific problem, a problem that perhaps a student with a disability won't be able to solve alone. Let's take art for example, or better yet art history. A subject that usually relies very critically on visual perception. How would you teach art history to someone with a vision impairment or to someone who doesn't use vision as their main mode of learning - like people with learning disabilities? I've heard people say, "That's ridiculous". But looking at this problem will give us a good chance to examine the many aspects of teaching students with disabilities."

"You might be wondering why a person with a vision impairment would even want to take art history, considering the obvious obstacles. But when you get right down to it, why wouldn't they want to take art history, and why shouldn't they be encouraged ? They're aware of the human condition from which art originates, just as much as a sighted person. Art is humanity's attmept to understand the human condition. Art belongs to everyone."

Narrator: "The study of art history goes deeper and broader than the identification of slides and as to how a person with a vision impairment can benefit, you can't make assumptions about that. But what you can do, is find out what the student's limitations are from the student and then begin to find ways around them. It's simple when you begin to look at the potential. There's been far too many examples of people with disabilities that exceed what was "realistically expected of them."

"Beethoven was deaf when he composed some of his best music. The American humorist, James Thurber, was blind when he drew some of his later cartoons. Renoir painted with brushes strapped to his wrists due to his arthritis. As with any person, a person with a disability will specialize in an academic area that holds his or her interests. And that which he or she performs best. An area that focuses on ability rather than disability. Getting back to the business of teaching a student art history, it's usually done through the use of lots of slides and pictures. In the case of a person with a vision impairment, that obviously isn't going to work. We're going to have to change something that's visual into something auditory or tactile. This means a considerable amount of description so a blind student can internally visulaize. But the amount of description needed to capture the subtle nuances of a painting might, perhaps, be beyond the scope of your regular lecture time. An art history teacher would not have time for this in a regular class meeting. His or her responsibility to the rest of the class and the amount of course content that must be covered are things that have to be considered."

"So, what do you do? This brings us to another reality of teaching students with disabilities, you don't have to do it all by yourself. There's an abundance of resources to draw from. In this specific case you could ask the art department to develop some specialized assignments."

Art Instructor: "The problem that you're going to face with this assignment, is not just the careful and meticulous description of a painting, but to capture the essence of the painting. What it is, is what the artists intended to convey to the viewer. You're the eyes of a visually impaired person, he or she must be able to internally visualize what this painting is about. You must analyze to find out what it is that creates the subtle nuances of meaning that the painting contains, that makes it a significant work of art. These papers will then be evaluated by me, and other art history faculty, and be put on cassette tapes to be made available as supplemental materials to the regular art history lectures."

Narrator: "These tapes will circulate in the art history slide room. And copies will be sent here to the library, and as the collection grows, both the art department and the university will benefit. But most importantly, it will benefit the future student with the visual impairment or that student that learns better through auditory means."

"There are other ways. Interns in the art department could both receive credit and provide valuable resources for persons interested in the art history field. They could make architectural models of significant buildings and monuments."

"Sculptors could make duplications of significant works. Many replicas are already available. Students could, and already are, providing a valuable resource of tutorial help. The concept of creativity using departmental resources can be used in many subject areas. In the science lab partners can facilitate dissecting and other experiments that a student with a motor impairment might not physically be able to compete. An equal exchange in responsibility, such as composing lab reports could be arranged. The use of models to demonstrate structures of both plants and animals is always a valuable learning tool. The sighted person, visually impaired, or learning disabled student, and many others can gain new insight into the world around them. There are far too many subjects and different disabilities to foresee all the different kinds of situations you may find yourself in. This program's guidelines will give you a chance to discover some answers on your own. It will be easier if you keep these points in mind."

Narrator: "Make a statement at the first class meeting. Making a general statement inviting cooperative effort gives you a very receptive posture. You can't accommodate students with disabilities if you don't know they're there. A student with a disability may be reluctant to be identified as such, thinking that he or she can cut it without your assistance. Remember that not all disabilities are obvious or visible."

"Making a statement also says something to the other students. It makes them aware of the process that's taking place. Of integrating people with disabilities into all of our classrooms. The student is the expert on how he or she learns best. Just set aside time for a chat. And start by asking:

Professor: "Lori, what can you tell me about yourself that can better help me to teach you?"

Student: "Well, I came here to tell you that I have dyslexia, and it's a learning disability. And what happens is that I can look at the board or read the material you give me, and I don't perceive it in the same way others do. So, I would need you to explain it to me in a different way. Maybe with pictures or with comparing every day life. That's it."

Narrator: "As instructors we know that not every student needs special advising just because they have a disability. However, some instances may arise, such as medical leave, or a recurring medical condition."

Student: "Thank you. Occassionally I have a mild epileptic seizure. I'm on medication for that, and it seldom occurs, and so I see it as no problem right now. I don't feel up to it today, but at a later date I will be willing to share this experience with your class in hopes that it will help some other person."

Professor: "Well, I certainly respect your desire for confidentiality, and will observe it, but it might help me if you would suggest what I ought to do in the event of a seizure in class."

Student: "Well, every case is different, but for me, the best thing you could do is to see that I am lying flat in a comfortable safe position, where I won't fall or bump my head. And just forget about calling in an emergency force, or a doctor, you can help me more than they. By checking my bag to see if there is such a container, it's called a mouth guard, or if I have it between my teeth, understand what it is and don't try to remove it. It's for the prevention of chewing my lip, after I black out. And then, if you would check my wallet; I carry a card or there will be a note in there containing a telephone number of a person you can call to come and take me home. And then if you will stay beside me, or find another person to stay beside me until my friend or relative arrives. That's all... it's as simple as that."

Narrator: "A frank conference gives both the student and the instructor a feeling of confidence and trust. Assuming or projecting limitations is disabling. "

Ed Roberts: "I found my disability to help make me a better teacher. Because I couldn't do it all in my class. So my students had to participate a lot with me. And I recognize that as a real strength. That I could provide leadership, but they could be such a part of that, providing leadership on their own, helping me do what I needed to do, and at the same time, the total experience was a powerful one."

Dave Passarell: "Look to the resources available to you on your campus. Expect assistance from the college specialists, the enabler person. And if they can't help you, then there are other places you can look to like agencies in the community. And seek out assistance from those agencies. There is a Department of Rehabilitation and they have representatives; there are representatives of the Department of Developmental Services; there are representatives of the Department of Mental Health; there are representatives of advocacy organizations who have access to where there are key people that can give this information."

Peggy Paine: "But remember, accommodations by lowering your academic standards is truly disabling."

Narrator: "In this program we looked at a subject that is extremely complicated, with many questions. We tried to show you that still many important answers are really very simple. It's a matter of allowing yourself to be creative, looking at your own attitude, and having a true desire to see results. You can do it."

Program 4

Campus Access:

Your Disabled Student Services and Adapting Other Student Services

LEARNING OBJECTIVES

PROGRAM 4

CAMPUS ACCESS

After viewing this program, you should be able to:

1. List services typically offered by an office for disabled students.

2. Identify the four major areas of concern when evaluting the accessibility of a student service.

3. List two important considerations when evaluating the physical environment in which a service is located.

4. List three strategies that can be employed to increase safe evacuation of all persons from a service environment.

5. List three ways information about provided services may be made available to students who have visual and/or auditory impairments.

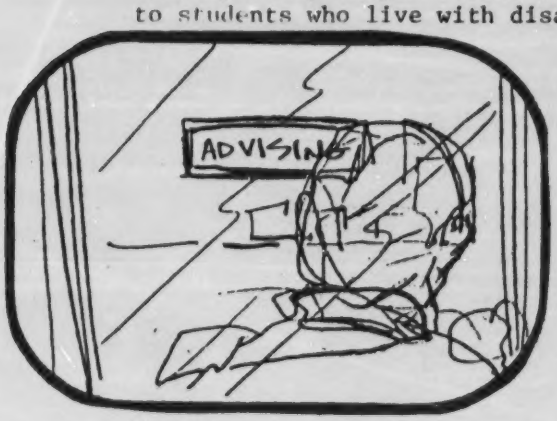
PROGRAM 4: CAMPUS ACCESS

Your Disabled Student Services

Narrator: "This program will provide you an overview of typical services provided to students with disabilities on a college campus."

"How would you teach a student who uses sign language? Where would you send a student for wheelchair repairs? How would you give a wirtten test to a student with visual impairments? Where would you go for some answers to these kinds of questions? You don't have to solve these kinds of questions by yourself."

"Nearly every campus has an office which provides special services to students who live with disabilities. These offices may have a variety of means. Like the disabled student service office, the office of handicapped students, or possibly the specialized service office. Sometimes this resource is one person, not an office. But every campus provides some kind of assistance."



"It's important for you to find out what's available on your campus, since not every service is offered on every campus."

"Most campuses provide some kind of priority enrollment system, and faculty consultation on ways to enhance the learning process for students with disabilities. Augmentation of the instructional process is provided through the use of readers, note-takers, sign language interpreters, large print and braille transcripts, audiotaped books, and testing adaptations. Most offices also provide a range of equipment resources, like variable-speed tape recorders. large print typewriters, and other devices. Equipment repair is also something offered at many offices. Assistance in transportation, is usually provided also, as well as a campus orientation to familiarize students with disabilities with their new campus environment."

Narrator: "We talked to some of the people in charge of these services to help us explain their role. This is Pat Sontag of California State University, Sacramento."

Narrator: "What's the goal of your program here?"

Pat Sontag: "The goal of our office is to accomodate students with special needs and to maximize their independence and facilitate their retention."

Narrator: "This is Joel Brant from University of California, Davis."

Joel Brant: "So we supplement the resources of the campus, address students needs in general by providing those specialized things that students need to be competitive students with equal opportunity here."

Narrator: "This is Gayle Guest at Butte Community College."

Gayle Guest: "Well, I think the most important goal is to assist students in such a way that they have the freedom to be independent learners."

Narrator: "This is Paul Karlstrom from California State University, Chico."

Paul Karlstrom: "The goal of this office is to assist college-eligible disabled students to succeed in college."

Joel Brant: "One of the goals that we have for our programs is to eventually discontinue the need for it. That is to make the campus so responsive to individual differences that a program like this is not needed. Because a person can go to the housing office and secure housing and so on."

Narrator: "What's unique about the services you have here?"

Pat Sontag: "We have our first deaf-blind student here, who is totally deaf and totally blind. In addition to that we have a hearing impaired specialist who is totally deaf also."

Paul Karlstrom: "Something that is unique about this office is, we feel, that is part of a great human liberation movement, assuming the rights of disabled people for an education."

Pat Sontag: "We have the employment specialist who works with the students around getting them employment both while they're in school and after they graduate. And that's probably our number one demand service, for all of our disabled students."

Joel Brant: "Our role is with the students, we clearly start with the students, rather than starting with the management. We start with the students to see what resources are most essential, most unique to our program, and we do those first."

Gayle Guest: "One of the most unique things about this program is the fact that we serve students who have learning disabilities, and the learning disability may be in processing information that is either written or spoken. We start off by giving a complete diagnostic work-up to find out where they are having difficulties and then we write a prescription for that problem. Which would be an educational prescription, and then we assist them in getting through that prescription by offering attendants or tutors to work through the program."

Joel Brant: "I hope there will be an increasing number of the disabled students associated with the campus. And each of them being teachers themselves in catalyst for social change wherever they go on campus. That that will have some larger impact on the campus than we could have as a program."

Narrator: "These kinds of support services are only a part of a campus wide effort to bring students with disabilities into the world of higher education. Now you will want to find out what's available on your campus."

PROGRAM 4: CAMPUS ACCESS

Adapting Other Student Services

Narrator: "This program is about making campus support services accessible to students who live with a disability. Its purpose is to provide you with information to help you improve your campus support services."

"It's a guideline to assess your service area and to find ways to increase accessibility. It is supplemented by a checklist in four areas: space, safety, seeking, and sharing information. This tape will prepare you to use the checklist more effectively."

"Space means the overall environment of your area. Consideration of space begins before students arrive on campus. Is there adequate parking for people with disabilities near your area? Will people be able to get to the door? Through the door? Or to the second floor? And by themselves? It will take planning."

Student in wheelchair: "Before this lift was installed in the student union, I had to go through the kitchen and use a loading entrance. I admit that it was better than not being able to get into the building at all, but the backdoor approach to life can be humiliating."

Narrator: "And when consumers reach your area, are there any final obstacles that could be a problem? Would an alternative to turnstiles, such as photocells work as well, and better meet the needs of all your consumers? Are aisles and doors wide enough for wheelchairs? And are the everyday things reachable? Sometimes accomodation is a simple solution. Sometimes they are a little more involved, like theaters and rehersal halls for example. One solution that has been devised for access is to remove seats in the front row. Sounds great, right? A front row seat for everyone in a wheelchair. But think of it, that singles out people in chairs and groups them together, not to mention creating a safety hazard. A better solution might be to remove one or two of the side rows. Its a minor change giving people in wheelchairs access to many places in the house and allowing them to sit near people they came with."

"Space in bathrooms can sometimes be a real problem. Larger stalls, wider doors, and grab bars are all important, yet at times the added touch is overlooked. Like a door for privacy rather than a curtain."

"There are other kinds of space considerations that are important for people who have visual impairments. Labeling buildings, elevators, and other facilities with large print, tactile, and braille. Labels and symbols make things more accessible for everyone. A critical aspect of marking is safety. But, perhaps, even more important in terms of safety is clearly marking the temporary hazard, like a construction, or repair sight."

Maintenance Supervisor: "I hope other service areas don't have to learn about the importance of marking safety hazards the way we did. One of our fellow employees left an open manhole unattended for a short time, but it was just long enough for a serious accident to happen. Fortunately, the person fully recovered. The incident has made us all more concerned about the issue of safety."

Narrator: "Inside your building, safety is also a concern. You want to look at your floorplan to identify and locate all emergency exits and equipment. Ask yourself questions like these: If an emergency were to occur today, how prepared would I be? Would our emergency alarms warn all people? Or only those who can hear? Are the people who use our facilities aware of the exit routes? Are emergency doors easy to open? If there were no one around to provide assistance, would all people be able to trip the mechanisms and open the doors quickly by themselves?"

"The most important thing for you to consider is the in-service training session for the personnel in your area, related to safety. You will want to discuss things like plans for a staff search of isolated areas so that you can be sure that all people are evacuated. As well as plan emergency and evacuation procedures. Think about the kinds of drills and practices that you could have that will allow you to be better prepared. The last minute is not the time to decide whether or not it is faster or safer to evacuate a person who uses a wheelchair than by using a carrying techinique. You'll also want to consider other kinds of special assistance, like offering an elbow to someone with a visual impairment to guide them quickly out of the building in an emergency."

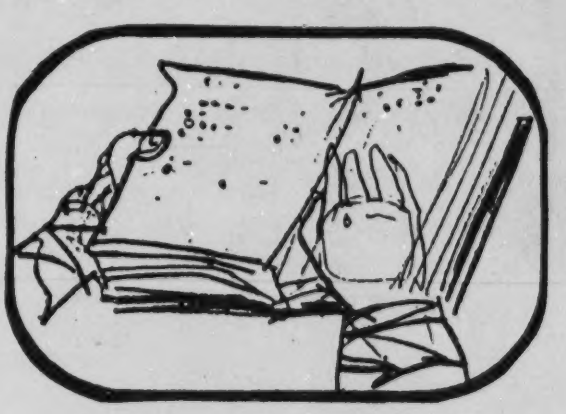
"In working out a comprehensive safety plan in your area, you don't have to be an expert in accessibility; there are many resources to draw upon for assistance. The best place to seek input is directly from persons with disabilities."

Supervisor to Committee: " ... mark the hazards that are around ... Are there any other ideas that you can come up with for this list?"

Student with visual impairment: "I would appreciate a tactile map of the campus."

Narrator: "The seeking phase can carry into other aspects of accommodation that will improve your overall service. By seeking input from others you'll begin to see things about your service that you may never have thought of before. And every change you'll effect will bring your service facility closer to being fully accessible to all people. You'll find that minor improvements for the single everyday items that you used to take for granted make a big difference. The people in this office will be able to work with you in deciding on appropriate adaptations. They can also act as a referral service to plug you into other resources, like libraries, local accessibility experts and advocacy groups. Once you've incorporated input from all these resources you'll want to share it with others."

"General publications and publicity about your services can include a description of the accommodations available in a variety of modes - print, audio-tape, braille transcripts, and captioned video tapes - are also things to consider. Student orientations are a good place to share information about the kinds of accommodations your area can provide. The office of disabled student services is also a good way to spread the news about your new adaptations. Often they'll have a newsletter, that can explain about your new services. And they may be able to help coordinate a united, campus wide effort to improve services by helping to share your new adaptations with other areas. The goal we all share is to make the whole range of college experiences and services available to all students Progress begins in a number of ways. It starts with a seed, one person's determination, and it grows."



"Most of the suggestions in this program are feasible, do-able and involve a fairly minor expenditure or time and money. All are necessary and can be accomplished. It's a matter of gaining support, gathering the resources and proceeding - moving towards change, a change for the better."

Program 5

Devices, Technology and Change

LEARNING OBJECTIVES

PROGRAM 5

TECHNOLOGY, DEVICES AND CHANGE

After viewing this program, you should be able to:

1. Discuss how technology can be used to expand individual potential.

2. Identify and describe four assistive devices used by visual and/or hearing impaired students.

3. Identify and discuss three concerns of those who use assistive devices to overcome limitations imposed by disabling conditions.

4. Identify the one disabling condition that cannot be overcome by technology alone.

PROGRAM 5 - TECHNOLOGY, DEVICES AND CHANGE

Narrator: "This program is about the typical kinds of devices found on a college campus to assist people who live with disabilities. It's purpose is to introduce to you some of the hardware used today and to point out some directions for the future."

Professor: "Technology is the enhancer of human potential. That's what this class is all about. We are seeking to combine engineering and futurism. But we will explore a number of devices from simple to complex, that will help to expand human ability. Your first assignment will be to research and document in slides some of the devices that are available here on campus."

Narrator: "While equipment varies from campus to campus, typical items that might be found include: A braille machine for persons with visual impairments. A photo lab station which is wheelchair accessible. A visual Tek, which is a machine that uses a television camera to magnify print, or a wheelchair with a bicycle attachment. Variable speed tape recorders, which assist students with visual impairments or those with learning disabilities, such as dyslexia or dysgraphia."

"Telecommunication Devices for the Deaf, called TDD's or TTY's are becoming widely used. Some models use paper tape as well as visual digital displays."

"Talking calculators and talking thermometers are also becoming more common on campuses today. Computers are being utilized as data bases and resource centers. At California State University, Sacramento such a data base stores information on assistive devices, bibliographic references, service agencies and resource people. The system was designed to make science and engineering classes more accessible to students with disabilities. However, there are problems that technology has not been able to solve.....as the students discovered."

Cathy Way: "I saw a woman using one of those talking computers on TV, and it had a man's voice to it and she said "I'm a woman, I don't want to sound like a man!" So I don't think technology can solve everything."

Sally: "But the computer could be made so that it would sound like a woman."

Noel: "But even if it did sound like a woman, that's not the issue. The electronic voice isn't humanized, so there'd still be that barrier of attitudes because she communicates in a different way."

Professor: "I agree. I think attitudinal barriers are one of the biggest ones we have to deal with. "

"We've talked about this before, let's review this quickly. There is perhaps pity, aversion, and the eternal child; helpless child that needs always to get assistance. I think this gap can be bridged with technology. Remember at the Christmas market this year, it was flooded with electronic devices and people loved them. People are going to approach you and say, "Hey, what is that? That looks really interesting." That's going to help bridge that gap. There will be communication, people will start to understand. "

"Now, what were some other problems?"

James: "Well, I expected to find more advanced kinds of equipment here on campus. I've heard of things such as reading machines, and talking computer terminals, but we don't have anything with that type of technology here on campus."

Liz: "Well, things like print enlargers may seem like low level devices to you, but I've talked to several students who have visual impairments that find them extremely useful."

Jeff: "And besides, some of this high level computer gear can get pretty expensive."

Kelly: "But the cost of all computerized equipment is coming down. Even the more specialized devices are getting cheaper. For example, take Professor White's calculator. He says it cost him over $400 to buy it a few years ago and today you can get one for less than one hundred forty bucks."

Sally: "But even that's too expensive for people on fixed incomes, and its likely to stay that way because of the small market for such devices."

Chloe: "It might take a more creative solution."

Professor: "It really sets your mind to thinking doesn't it? About some of the possibilities. OK, now you have a general idea of some of the devices commonly available on a college campus. We've touched on the issue of cost and fact that technology doesn't solve everything. I'm sure that you all realize that because of the ways the technology is expanding the state of the art would be far beyond what we've seen today."

"I think you'll find the next clip very inspiring. It's really what our field is all about. Interfacing human needs with technology. I think its a fine way to close this session."

Narrator: "Dr. John Eulenberg and Stephen Blosser are considered among the top rehabilitation engineers in the nation. They have been working with Mr. Kelly Niles."

Eulenberg: "Steve, I think if it's possible for you to give us a hand here I'd like to set up a little audio for this keyboard mock up."

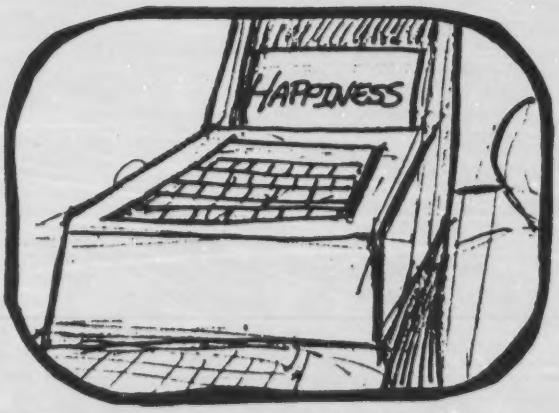
Narrator: "For the last three years this team has been developing a synthesized speech computer system."

Eulenberg: "Go ahead: R-U-N and then return, and now you can type the answer to that question: "Do you like this keyboard?"

Kelly's Computer Voice: "Yes."

Eulenberg: "Now you're talking. Kelly's system will have, in its portable memory, space ultimately for hundreds and hundreds of pages of material that he can call up and access by himself, independently on a keyboard."

"What you've got is a mneumonic, it's an 'h'. If you push 'h' then the computer will bring up that whole sentence that starts with an 'h', in this case. So let's hear it."



Kelly's Computer Voice: "Happiness is not in acquiring things that make you happy, it's knowing that what you have is sufficient."

Eulenberg: "I think it's nice to taste a bit of the future."

PART II
Resources

Declaration on Rights of Disabled Persons

THE UNITED NATIONS DECLARATION ON THE RIGHTS OF DISABLED PERSONS

THE GENERAL ASSEMBLY

MINDFUL of the pledge made by the Member States, under the Charter of the United Nations, to take joint and separate action in the co-operation with the Organization to promote higher standards of living, full employment and conditions of economic and social progress and development,

REAFFIRMING its faith in human rights and fundamental freedoms and in the principles of peace, of the dignity and worth of the human person and of social justice proclaimed in the Charter,

RECALLING the principles of the Universal Declaration of Human Rights, the International Covenants on Human Rights, the Declaration of the Rights of the Child and the Declaration on the Rights of Mentally Retarded Persons, as well as the standards already set for social progress in the constitutions, conventions, recommendations and resolutions of the International Labour Organization, the United Nations Education, Scientific and Cultural Organization, the World Health Organization, the United Nations Children's Fund and other organizations concerned,

RECALLING ALSO Economic and Social Council resolution 1921 (LVIII) of 6 May 1975 on the prevention of disability and the rehabilitation of disabled persons,

EMPHASIZING that the Declaration on Social Progress and Development has proclaimed the necessity of protecting the rights and assuring the welfare and rehabilitation of the physically and mentally disadvantaged,

BEARING IN MIND the necessity of preventing physical and mental disabilities and of assisting disabled persons to develop their abilities in the most varied fields of activities and of promoting their integration as far as possible in normal life,

AWARE that certain countries, at their present stage of development, can devote only limited efforts to this end,

PROCLAIMS this Declaration on the Rights of Disabled Persons and calls for national and international action to ensure that it will be used as a common basis and frame of reference for the protection of these rights:

1. The term "disabled person" means any person unable to ensure by himself or herself, wholly or partly, the necessities of a normal individual and/or social life as a result of a deficiency, either congenital or not, in his or her physical or mental capabilities.

2. Disabled persons shall enjoy all the rights set forth in this Declaration. These rights shall be granted to all disabled persons without any exception whatsoever and without distinction or discrimination on the basis of race, colour, sex, language, religion, political or other opinions, national or social origin, state of wealth, birth or any other situdation applying either to the disabled person himself or herself or to his or her family.

3. Disabled persons have the inherent right to respect for their human dignity. Disabled persons, whatever the origin, nature and seriousness of their handicaps and disabilities, have the same fundamental rights as their fellow-citizens of the same age, which implies first and foremost the right to enjoy a decent life, as normal and full as possible.

4. Disabled persons have the same civil and political rights as other human beings; possible limitation or suppression of those rights for mentally disabled persons.

5. Disabled persons are entitled to the measures designed to enable them to become as self-reliant as possble.

6. Disabled persons have the right to medical, psychological, and functional treatment, including prosthetic and orthetic appliances, to medical and social rehabilitation, aid, counselling, placement services which will enable them to develop their capabilities and skills to the maximum and will hasten the process of their social integration or reintegration.

7. Disabled persons have the right to economic and social secruity and to a decent level of living. They have the right, according to their capabilities, to secure and retain employment or to engage in a useful, productive and remunerative occupation and to join trade unions.

8. Disabled persons are entitled to have their special needs taken into consideration at all stages of economic and social planning.

9. Disabled persons have the right to live with their families or with foster parents and participate in all social, creative, or recreational. If the stay of a disabled person in a psecialized establishment is indispensable, the environment and living conditions therein shall be as close as possible to those of the normal life of a person of his or her age.

10. Disabled persons shall be protected against all exploitation, all regulations and all treatment of a discriminatory, abusive or degrading nature.

11. Disabled persons shall be able to avail themselves of qualified legal aid when such aid proves indispensable for the protection of their persons and their property. If judicial proceedings are instituted against them, the legal procedure applied shall take their physical and mental condition fully into account.

12. Organizations of disabled persons may be usefully consulted in all matters regarding the rights of disabled persons.

13. Disabled persons, their families and communities shall be fully informed, by all appropriate means of the rights contained in this Declaration.

Excerpted from the Unesco Courier, January 1981

Summary of Section 504 Rehabilitation Act

SUMMARY OF SECTION 504 OF VOCATIONAL

REHABILITATION ACT

OF 1973

No otherwise qualified handicapped individual in the United States shall, solely by reason of handicap, be excluded from participation in, be denied the benefits or, or be subjected to discrimination under the program or activity receiving federal financial assistance.

Following is a summary of the 504 regulations as they specifically apply to colleges and other institutes of higher learning:

No qualified handicapped student shall be denied the benefits of or otherwise be subjected to discrimination under any academic, research, occupational training, housing, health insurance, counseling, financial aid, physical education, athletics, recreation, transportation, other extra-curricular, or other post-secondary program or activity to which this support applies.

A campus may not, on the basis of handicap, exclude any qualified handicapped student from any course, course of studey, or other part of its education program or activity.

A campus shall operate its programs and activities in the most integrated setting appropriate.

A campus shall make such modifications to its academic requirements as are necessary to insure that such requirements do not discriminate or have the effect of discrimination on an otherwise qualified handicapped student.

A campus may not impose rules, such as prohibition of tape-recorders in classrooms or guide dogs in building, which may limit the participation of handicapped students in campus educational programs or activities.

In course examinations or other methods for evaluating a student's academic achievements, a campus shall make such arrangements as are necessary to evaluate the student's achievement in the course, rather than reflecting the student's physical impairment.

A campus shall take such steps as are necessary to ensure that no handicapped student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination under the education program or activity operated by the recipient because of the absence of educational auxiliary aids for students with impaired sensory, manual, or speaking skills.

Auxiliary aids may include interpreters or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and aids. Recipients need not provide attendants, individually prescribed devices, readers for personal use or study, or other devices or services of a personal nature.

A campus which provides academic or vocational advising, counseling or guidance to its students shall provide these services without discrimination to handicapped students. It shall be ensured that qualified handicapped students are not counseled towards more restrictive careers. This should not preclude the campus from providing factual information regarding licensing and certification requirements which may be obstacles to a handicapped person in securing employment in a particular field.

Students Speak On Disabilities

Students Who Use Mobility Aids Such as Wheelchairs, Crutches, Canes, Braces, etc.

by Chris Lenzo and Ruth Phillips

Students who use wheelchairs or other mobility aids may have any one of a variety of disabilities including paraplegia, quadriplegia, cerbral palsy, post polio, amputation, etc. We can usually travel around campus on our own once we have learned barrier free routes. We may even play wheelchair basketball in our spare time. Some students may use electric wheelchairs and have difficulty holding a pen, yet can beat the pants off anyone in Scrabble.

Generally, academic settings do not put mobility impaired students at a disadvantage; that is if we can overcome the lack of an accessible transportation system, find a parking space, get up an icy ramp or stairs, and circumvent the broken elevator or slippery tile floor. Seriously, getting there is usually the battle. These barriers can cause a student to get behind schedule when going from class to class.

In the classroom, we may take notes in the traditional way or use a tape recorder or volunteer notetaker. If our speech is not clear, we may utilize one of a number of communication devices. In laboratory or studio courses, we may utilize some unique methods and aids to perform assignments. Standing for long periods of time or transporting equipment may require some assistance from another student. Courses which require much activity and/or traversing rough terrain may pose some problems that can be resolved by discussing alternatives with the student.

For the most part, students who are amputees need no special accommodations by instructors. Any doubts about the ability to perform tasks with one limb or with prosthetic limbs can be clarified through a discussion with the student. We generally know what we can or cannot do, and when to ask for assistance. It is very important that we know you are receptive. We are as capable as any able bodied student with whom we share the classroom. Having a prosthesis, being in a wheelchair, or using crutches is just one characteristic; it is not the most relevant.

Students With Visual Impairments

by James Luckey and Dorothea Martin

A significant proportion of all college students have visual impairments ranging from those that can be corrected with glasses to legal and total blindness.

Some of us who are legally blind may not appear to have a visual difficulty because we can read large print and travel around campus like most others without the use of a cane or guide dog. As a result, it may be difficult to believe that we need to use many of the same alternative methods and aids to read and complete course requirements, as students who are totally blind.

Some of the alternative techniques and aids used to study, write papers, and take examinations include electronic reading aids, braille, large print, modified tape recorders, readers and transcribing agencies. In using these alternatives, time becomes our most valuable commodity. For example, it is important to acquire reading lists and titles of text books as soon as possible, because transcribing agencies may take four to six weeks to transcribe printed material onto tapes. Faculty can aid in this process by identifying course packs and other required reading before classes begin.

The use of alternative methods and aids in testing should be discussed by the instructor and student early in the semester. In some cases, additional time may be needed. If the professor's standard time cannot be lengthened perhaps alternative times can be arranged. It may also be helpful to have the Office of Disabled Student Services on campus transcribe tests. Another alternative is to arrange for the student to record answers to test questions which are read by a teaching assistant or volunteer reader.

Additional methods used to complete course requirements can be identified through discussion with individual students. Each of us has identified methods that work best for us. We may not have solutions for all of the problems, but creative approaches to teaching combined with the alternative techniques used by students result in unlimited educational participation.

Students With Hearing Impairments

by Katherine Chu

A major concern for students with a hearing loss is communication. Even though we may use hearing aids, the hearing capability is not restored to normal levels. In the classroom, lectures and class discussions may present the biggest obstacle to learning. Some of us rely a great deal on lip reading. However, at best we can only understand 30 to 60% of what is being said. In addition to understanding what the speaker is saying, there is also the need to see the lip movements. Professors often turn around to write notes on the board. Notes like this aid the hearing impaired student, but when professors write and speak at the same time, what is being said is missed. Similarly, in class discussion, it may not always be possible to see the lip movements of the speaker. Certain speech mannerisms, such as covering the mouth with the hand, may also block lip movements.

In spite of these problems, we are able to function very well in most college courses by using a variety of alternatives. These can be identified through a discussion, at the beginning of the semester, with the student and interpreter, if one is used. We may request a seat near the front of the class and/or solicit volunteers to take notes on special carbonized notetaking pads. If we have a great deal of hearing loss, we may also use an interpreter who will sign and/or mouth what is being said during lectures and class participation. In some cases the interpreter will ask questions for us and translate the response. We can take examinations in the same way as others in the class. If we use an interpreter, he or she may assist us with oral exams.

When important information such as examination dates, assignments, and class cancellations is presented, it is best to put this information in writeing or on the chalk board to insure understanding. In addition, professors whould not hesitate to write notes when talking to individual students who do not use interpreters if either is having any difficulty in understanding what is being said.

Students With Learning Disabilities

by Melissa Branch

Thomas Edison had it, Albert Einstein had it, and so did Leonardo DaVinci; they all had learning disabilities.

Today, as much as twenty percent of the population may have mild to severe learning disabilities. A learning disability (LD) can result from an accident or illness or you may be born with it. An individual might have any one or a combination of specific disabilities including dyscalculia, dysgraphia, dyslexia, dysphasia, aphasia, and so forth.

Because LD is a hidden disability, the biggest problems common to nearly all students with learning disabilities are emotional stress and frustration. These are built up from the first day of kindergarten. We are labeled by others and eventually by ourselves as "just being lazy" because we had a difficult time with reading, writing, spelling, or math. Yet, we are of average intelligence and nothing seems to be noticeably wrong with us. That's the problem, "NO ONE BELIEVES WE CAN'T".

The needs of a student with LD center around information processing. It is important that we receive and transmit information in a form that works best for us. We use many of the same methods and aids used by blind and other disabled students. These include readers, tape recorders, electronic reading aids, transcription agencies, and notetakers. We also spend our time attending all lectures, discussions, and pre-exam review sessions as well as arranging for tutors to help us study course materials. During exams, teaching assistants or readers are often used to help read and/or explain questions. Sometimes questions are read to us and we record our answers. Extra time is given to allow for this assistance.

Alternatives to written assignments, such as oral or tape recorded presentations as well as demonstrations, might prove to be an interesting variation, and, for many LD students can be the best way to learn and convey what we have learned. The ability to experience is our most prized possession.

Professors and teaching assistants may have doubts about the validity of the alternative approaches we use to learn and may have a fear that we are taking advantage of them just as we fear we are, in fact, taking that advantage. These are unreasonable fears for both sides. We would not have made it to college in the traditional academic manner if we were really lazy and deceitful.

Excerpted from "Meeting the Challenge: A Guide to Barrier Free Learning," Disabled Student Services, University of Michigan

Helpful Hints

HELPFUL HINTS

1. WORK THINGS OUT - TOGETHER

A. Make a Statement

"I would appreciate hearing from any one who has a disability that may require some special accommodations. I am sure we can work out whatever arrangements are necessary. Please see me after class or during my office hours....."

.....an instructor says in the first class meeting

Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor to make necessary accommodations.....

.....a statement found in the course syllabus

It's important as a first step to encourage students to identify themselves if they need special arrangements. It is the student's responsibility because first, you may not notice those students with subtle impairments like diabetes or learning disabilities. Secondly, it is not the responsibility of faculty to identify them. And finally, some students do not want to be identified as disabled. One of the reasons for this is that they may want to avoid getting preferential treatment, or because they get a feeling that the faculty member treats them with lesser standards. Most people don't mind being confronted, don't mind talking about their disabilities, and working things out.

Other Helpful Teaching Hints

DO:

- Let the student know that he or she can speak with you about problems.
- Be sure reference materials in the library are accessible.
- Have copies of reading lists, outlines, and diagrams in advance.
- Seat visually impaired and hearing impaired students close to the front of the class.
- Make an effort to know the student as an individual.

- Be flexible and willing to experiment. No two students may use the same alternative techniques.

- Lecture at reasonable speeds and check your mannerisms; are you covering your lips or face?

- Notify students of assignments by mentioning them verbally and by writing them on the board.

- Feel free to ask the student any question you might have.

- Be responsive to requests for accommodations by the student such as moving a class to a more accessible location, adjusting laboratory stools and desks, giving additional time to complete assignments, etc.

- Keep the same standards of achievement for all students; make these standards clearly understood and let them know when they are not meeting those standards.

- Encourage independence by expecting the student to obtain brailled or taped texts as well as readers or equipment.

- Recognize that a disabled student is a normal member of the class. They should neither be protected nor displayed. Remember that they are preparing to be successful practitioners and professionals and will need all of the knowledge and skills that implies.

DON'T:

- Underestimate the student's ability.

Excerpted from "Meeting the Challenge: A Guide to Barrier Free Learning", Disabled Student Services, University of Michigan

B. Advising Considerations

Encouraging students to come for advising is part of all teachers responsibilities. The following section will help you think about some possible advising considerations (that are additional to regular advising) for a student with a disability.

1. Mobility Impaired

Is your office accessible? If you have mobility impaired students you may have to arrange to hold some office hours outside of your regular office if it isn't accessible to mobility impaired individuals.

2. Vision Impaired

Your office is identifiable by students who may not use vision as their main source of input. Braille name tags and office hour information as well as large print and your photograph helps all kinds of people understand. It evidences your open attitude.

3. Hearing Impaired

Students may need to co-schedule interpreters.

4. Other Considerations

Are there some class scheduling adaptations needed? Ask the student about his or her ability to take a full class load. Do they need a lighter unit schedule because of some very predictable need for leaves of absence, such as hospitalization, predictable sickness, or predictable fatigue levels? These would mean a reduction in study load.

5. Career Advising

As an advisor, you must look very openly at careers and believe that there really is no stopping most people in doing something they want to do.

2. GET HELP

- Ask the student first. They've lived with their disabilities and should be the first source of information you seek.
- Find out what is available on your campus. There will be many resources, there might be a Disabled Student Service Center, there might be reading labs, there might be tutorial services, there might be a lot of different things that a student can draw from beyond you. You're foolish to believe that you can do it all yourself.
- A typical office of Disabled Student Services can offer:

  * Notetakers

  * Variable speed tape recorders

  * Interpreters

  * Wheelchair rental/repair

  * Assistance in locating attendants

3. DON'T LOWER STANDARDS

This is just common sense. There's no reward for anybody in being patronizing.

4. DON'T PROJECT LIMITATIONS

We as instructors have no right to project limitations. There's all sorts of levels of education and in this program it's real important not to assume that people with disabilities are not just taking classes to be taking classes. Some successfull people you may know have lived with disabilities.

5. COMMUNICATIONS

Don't be patronizing. This is far from being adaptable, flexible or empathetic, and most of all people cringe at it. The best way to avoid

- Do speak respectfully to all people using their names rather than their labels and assuming no "pity" adjectives. Say John Silvers rather than "that poor blind kid in my class."

- Avoid over complimenting or honoring. Sometimes people are given "credit for living" just because they have a disability. It is true they may have many challenges, but being complimented falsely or dishonestly just because they are handicapped is very demeaning. Example: Art class--teacher overly praises a painting just because John did it.

- Ask people how much help they need. Don't assume they need any until you ask--it only takes a moment. Lots of answers are provided when two people feel free to honestly question one another.

- Don't fake it. In any situation we "pretend" we understand sometimes when we really don't sometimes. This may occur when communicating with a person with a disabling condition. If what they have to say is truly viewed as being valuable, every effort needs to be made to clarify the message.

Campus Access Checklist and Architectural Checklist

SPACE, SAFETY, SEEKING, SHARING :

A CHECKLIST

SPACE: Adequate access to campus environments

SAFETY: Think of potential hazards and emergency situations

SEEKING: Ask your consumers

SHARING: Inform others about your adaptations

Supplemental Resource Program 4

CAMPUS ACCESS

Compiled by Ron Blosser

SPACE

- Adequate directional signage (for blind, deaf, and mobility impaired students) to our department is available (e.g., to building, in circulation routes to office, and in the office itself).

- Handicapped parking provisions are appropriately located as near as possible to our office/building.

- Alternative entrance/exit areas are available if office has pedestrian gates or turnstiles.

- Door handles and door signs are appropriate for use especially by mobility impaired and visually impaired students.

- Bulletin boards and other simular information postings in office are in locations useable by all.

- Adequate space is provided for maneuvering and passing of wheelchairs and for people using other prosthetic devices (doorways, around office furniture, hallways, lack of obstacles especially in hallways, etc.).

- Restrooms/shower areas are appropriately designed or modified, and the location of these facilities is communicated.

- Dispensers, water coolers, etc., are located in useable location.

- Our physical access accomodations/adaptations are such as to maximally integrate, and mix the activities and communicatons among disabled and non-disabled students and employees. Also, "separate" special facilities have been precluded or limited to the extent possible.

- Telephone facilities are properly located and accessible/useable by mobility impaired and hearing impaired.

- Service counters in the office area are properly designed for use by disabled students.

SAFETY

- Tactile visual and audible emergency warning systems have been provided.

- Emergency exit manual door openers are identified by tactile means. Fire alarm devices are appropriately located.

- Tactile warning signals on walking surfaces are provided to alert visually impaired persons of possible hazards in pedestrian paths.

- If located in multi-level building, staff and students are aware and informed of emergency evacuation procedures, as are the campus police, and fire department.

- Staff are fully aware of procedures to assist in the evacuation of disabled persons, especially the visually impaired and mobility impaired.

- Emergency evacuation procedures have been thoroughly reviewed and approved by department, campus, campus police, fire department.

- Evacuation procedures especially in any residential quarters ahve been thoroughly reviewed and publicized to staff, students, and non-disabled students. Staff are aware of the possible responsibilities and ahve received in-service training in carrying, transfer, etc., techniques.

- If carrying up/down stairways is necessary, as a temporary solution in order for disabled students to utilize department services, those persons have been thoroughly trained in carrying/transferring techniques in conjunction with the disabled person who is carried.

SEEKING

(securing information and data)

- Office or department has a regular, systematic means to secure direct input/ feedback from disabled students - formal/information - or by means of advisory committee/council if one exists.

- Disabled students as well as disabled staff/faculty are directly involved in the planning and implementation of "regular" office services or "special" services which they utilize.

- Information and assistance is sought and secured from "campus experts", student organizations, community agencies and organizations, etc., so as to develop effective yet cost-efficient means of access and accommodation.

- Our service-delivery style and approach seek to preclude negative imaging (either consciously or unconsciously) of students with disabilities.

SHARING

- General information about office/department services contacts in general campus publications (e.g., catalogs, brochures, also includes any necessary descriptions about procedures disabled students to utilize services, facilities, programs.

-These general publications are available in alternate media (e.g., tape, large print, braille) for visually impaired and learning disabled students.

79

ARCHITECTURAL CHECKLIST

MAKING COLLEGES AND UNIVERSITIES ACCESSIBLE TO HANDICAPPED STUDENTS

Facilities, particularly those for education, should be constructed or modified to facilitate access for all. Physically handicapped people have been subjected to unnecessary impediments in the design environment. Such impediments interfere with use by those who require educational opportunities to become self-sustaining.

Where there is additional cost attributable to designing and planning for the physically handicapped on campuses, it is small and more than offset by the fulfillment of personal potential and contribution to society by persons who, although handicapped, become skillfull, productive members of their community.

This checklist is a guide for use during the planning, design and construction phases of campus projects. It can be used also to evaluate the accessibility and usability of existing facilities on a campus.

Information contained in this Checklist was compiled by the State University Construction Fund, 194 Washington Avenue, Albany, New York 12210.

These data are reprinted by the President's Committee on Employment of the Handicapped in the hope that colleges and universities around the country will find the Checklist helpful in making all educational facilities accessible to handicapped students.

ACCESS AND SAFETY

Ingress, Egress and Access

DOORS

Depth between two doors (e.g. outer and inner) must be a minimum of 6 feet 6 inches so that a wheelchair cannot be trapped between the two.

All doors require a minimum clear opening, 2 feet 8 inches. Maximum pressure to open a door should not be over 8 pounds.

Thresholds: Should be 3 feet 6 inches from floors. Horizontal lever handles are preferable. Handles should be knurled to serve the blind as indicators of danger areas. On sliding doors, handles should protrude.

View Panels: Glazing should be in all swinging doors. Lower edges should be no more than 3 feet from floors. Doors with large areas of glass should have markings on the glass to avoid accidents.

STAIRWAYS

(exterior)

Stairways are to be well illuminated at all times.

The riser should be a maximum of 5-3/4 inches high. the tread should be a minimum of 14 inches wide.

All stair treads and nosings are to be surfaced with a nonskid finish.

Handrails: 32 inches high, should be located on both sides of stairs and should extend 30 inches horizontally at both top and bottom levels. (Care should be taken to design handrail extensions so that they do not become hazards).

(interior)

The landings and floor levels should be distinguished from stairs by contrasting color or texture.

The risers should be no more than 7 inches high with no projecting nosings.

All handrails (circular or oval section, 1-3/4 inches - 2 inches in diameter) should be 32 inches high (measured vertically from stair nosings) and continue 19 inches horizontally at both top and bottom levels.

CORRIDORS

Corridor width must be a minmum of 5 feet for wheelchair accessibility and maneuverability.

PARKING

Special parking for the disabled be located as near as possible facility served.

Five percent of the bays should be reserved for disabled persons.

The width of a bay should be a minimum of 9 feet. Pedestrian walkways between every other bay reserved for the disabled should be 4 feet.

A ramp should be provided if there is a level change from the parking lot to the adjoining walk.

The area for the disabled should be designed so that movement around parked cars or across lanes of traffic is not necessary.

ELEVATORS

All elevators should be adjusted/controlled that the elevators, when stopped, conform exactly to building levels.

The cab size should be a minimum of 5 feet 1 inch deep by 3 feet wide.

The doors should have a safety edge plus a sensing device - a photo electric eye - to prevent obstacles while entering or exiting.

No control should be higher than 4 feet from the elevator floor.

WALKWAYS

There should be at least one walkway without steps connecting all areas on a campus.

Pavement materials used on walkways should be firm and not slippery when wet.

Walks with 5 feet gradient have frequent level rest areas.

DINING AREAS

Handicapped must have direct access (i.e. not through kitchen or dishwashing areas.)

There must be thirty inches to the undersurface of table tops, if aprons are greater than 2 inches they must be recessed one foot.

Width between tables should be a minimum of 5 feet 6 inches.

Outside rail heights of tray sides may be no greater than 34 inches.

Aisles between the tray slides and control railings should be a minimum of 34 inches.

LECTURE HALLS

(Where space is level and has movable seats, handicapped do not require special consideration.)

One percent of the student stations should be for the handicapped.

If there is fixed seating, level space must be provided in optimum viewing areas.

LABORATORIES

In laboratories with 24 or more stations one percent, or at least one, should be dedicated to the handicapped. In other laboratories numbers of "handicapped stations" should be determined at the time the program is finalized.

Each "handicapped station" should have a low work bench with a clear minimum of 30 inches, (floor to underside of work area) and should not have an apron.

If there are fixed station, aisles between them should have a minimum clear width of 3 feet.

SPECTATOR SPACES

One percent of spectator stations should be dedicated and specially treated for ambulatorily handicapped.

Areas dedicated to the handicapped should be easily accessible to exits.

All spaces for wheelchairs should be level.

PHYSICAL EDUCATION

One percent of student stations (e.g. lockers) should be appropriate for the ambulatory handicapped.

LIBRARIES

One percent of study carrels should be accessible to wheelchairs (see door and table criteria).

Aisles between stocks should be a minimum width of 4 feet.

All table should have a clear minimum of 30 inches, floor to underside of work area.

SPECIALTIES

DRINKING FOUNTAINS

Upper edges of drinking fountain basins should not be more than three feet above floor level. Controls and spouts should be located in the front (If set in recessed area, their recess should be no more than 3 feet wide.)

LIGHT SWITCHES

No more than 2 light switches should be located on a plate positioned 3 to 3-1/2 feet above floor level.

ELECTRIC OUTLETS

Outlets must be located no less than 18 inches above floor. (In areas specifically designed for the handicapped, outlet height should be 24 inches.)

ROOM IDENTIFICATION

A plaque bearing raised or notched numbers should be placed on the corridor wall next to a doorway, about five feet above floor level (side nearest handle when door is closed), to identify spaces. This will assist visually handicapped persons.

TELEPHONES

In any "bank", at least one public telephone should be accessible to handicapped persons. (e.g. outside of the booth.) Dial should be between 3 to 4 feet above floor level.

VENDING MACHINES

Vending machines' controls and access to them should be located in the range of 2 to 4 feet above the floor. Control knobs should not require more than 8 pounds of tension.

Evaluating Audio-Visual Materials

EVALUATING
AUDIO-VISUAL MATERIALS

Listed below are sources for films about handicapped people. Each supplier recommends his own list and the specific focus of the films may vary depending upon the supplier. The HEATH/Closer Look Resource Center urges the user to preview any audio visual material he is considering, to be certain that the content is appropriate for the audience and specific to the disired objectives of the presentation.

Previewers may use the following evaluation sheet which was prepared at George Washington University for the RRRI-ALLB-Regional Rehabilitation Research Institute on Attitudinal, Legal, and Leisure Barriers, 603 Park Lane Building, 2025 Eye Street, NW, Washington, DC 20052.

THINGS TO LOOK FOR IN MEDIA PRESENTATIONS ON DISABILITY

Criteria for Evaluating Positive Attitudes

Cross Section of Disabled People:

Variety of disabilities are mentioned.
Variety of severity of each disability is mentioned.
Variety of age levels mentioned.
Variety of role models mentioned.

Characteristics of Disabled People:

Disabled people are seen in a mutually beneficial role (helping able-bodied people).
There is emphasis on similarities between disabled and nondisabled people.
Disabled people are used as examples in pictures and narratives.
Positive interpersonal relationships are shown.
Positive portrayal of disabled in pictures.
Person is described in terms other than disability.
"What To Do" hints for nondisabled people.
"What To Do" hints for disabled people.

Positive Approach to Disability:

Matter of fact approach to disability (e.g., not tragic).
Effects of disability realistically confined.
Individual differences among disabled people are presented.
Information on function is accurate.

Higher Education and the Handicapped / Closer Look Resource Center—a national clearinghouse on postsecondary education for disabled people · Post Office Box 1492, Washington, DC 20013 202/833-4707 (Voice/TTY)

Board of Directors: **Chet Avery**, Office of Handicapped Concerns, Department of Education; **Dale Brown**, President's Committee on Employment of the Handicapped/National Network of Learning Disabled Adults; **Beverly Chapman**, Center for Independent Living in Central Florida, Inc.; **Edward J. Duffy**, Guilford Technical Institute; **Carol Eliason**, American Association of Community and Junior Colleges; **R. Claire Guthrie**, American Council on Education; **Earl Hayes**, National Association for Equal Opportunity in Higher Education; **Jane Howard-Jasper**, National Association of Student Personnel Administrators; **Cindy Kolb**, Association on Handicapped Student Service Programs in Postsecondary Education; **Diane Merchant**, American Association of Colleges for Teacher Education; **Gene Nordby**, University of Colorado at Denver; **Raymond C. Parrott**, National Advisory Council on Vocational Education; **Marlene J. Pinten**, American Personnel and Guidance Association; **Joseph Rosenstein**, Regional Education Program, Department of Education; **Helga Roth**, Clearinghouse on the Handicapped, Department of Education; **Martin Spichler**, Rehabilitation Services Administration, Department of Education. *Director:* **Rhona C. Hartman**, HEATH Closer Look Resource Center, American Council on Education. *Resource Specialist:* **Nancy L. Stout**, HEATH Closer Look Resource Center, Parents' Campaign for Handicapped Children and Youth. *Staff Advisors:* **Martha Ross Redden**, American Association for the Advancement of Science; **Barbara Schreiber**, Closer Look, Parents' Campaign for Handicapped Children and Youth. *A project funded by the U.S. Department of Education.*

Format:

Positive pictures/graphics.
Material easy to use by people with limited hand use.
Large print size.
Languarge used is clear and easy to understand.
Non-discriminatory language (e.g., no sexism, racism, etc.)

SELECTED AUDIO-VISUAL MATERIAL RESOURCES

Catalogue, C2, Rehabfilm
20 West 40th Street
New York, NY 10018
Attention: Holly Starkman, Film Librarian
(212) 869-0464
Ask for: 1980-81 Rehabfilm Rental Catalogue

Disability Information Center
Center for Research and Advanced Study
University of Southern Maine
246 Deering Avenue
Portland, ME 04102
Attention: Anne Bernard
(207) 780-4430
Ask for: Disability Attitudes: A Film Index ($3.00)

Handicapped Learner Materials
624 East Walnut Street Second Floor
Indianapolis, IN 46204
Attention: Lloyd Anderson
(317) 636-1902

Human Policy Press
P.O. Box 127
University Station
Syracuse, NY 13210
Attention: Helen Timmins
(315) 423-3851

National Technical Institute
for the Deaf
Training and Media Services
Box 9887
One Lomb Memorial Dr.
Attention: Curriculum Materials
Assistant
(716) 475-6220
Ask for: List of Public
Information Films

President's Committee on
Employment of the Handicapped
Washington, D.C. 20210
(202) 653-5010 (Voice)
(202) 653-5337 (TDD)
Ask for: Master Film List

Special Materials Project
814 Thayer Avenue
Silver Spring, MD 20910
Attention: Leonard Novick,
Project Director
(301) 587-5940 (Voice/TDD)

TOGG Films, Inc.
630 Ninth Avenue
New York, New YOrk 10036
Attention: Grania Gurievitch
(212) 581-5470

This Resource Sheet was updated under contract #300-80-0857 with the U.S. Department of Education. The contract was awarded to the American Council on Education. The contents do not necessarily reflect the views of the U.S. Government, nor does mention of products or organizations imply endorsement by the U.S. Government.

February 1982

A Working Definition of Handicap

A WORKING DEFINITION OF HANDICAP

Affecting about 10 percent of the world's population, disability should be considered as a major medical, social, psychological and economic problem, the magnitude of which can be expected to increase in the future.

Health authorities and medical practitioners have in the past been more attentive to the problems of mortality and acute morbidity than to the less dramatic problems of long-term impairment and permanent disability. A greater underszanding is badly needed of disability, of its causes and consequences, and it should be realized in every country that the objectives of medicine are not only the prevention and cure of disease but also the optimum restoration of the individual to normal social function.

In current usage the terms "impairment", "handicap", "disability" "prevention" and "rehabilitation" are often confusing. For several years now the World Health Organization has been instrumental in developing an international classification of diseases (the ICD code), which deals mainly with diagnoses but not with the outcome of diseases or with health status measurements, such as "disability."

In the International Classification of Diseases, the development of an illness is considered to follow a pattern the phases of which relate to the natural history of disease: its aetiology, its pathology and its manifestation. But a sick person also experiences changes in his accustomed social role. If these are long-lasting or severe enough, the patient perceives a need for care which is not primarily related to the pathological manifestation of disease. Thus, there is a need for a complementary pattern to describe the changes in social role resulting from the disease, i.e. impairment, disability, handicap.

Many definitions of these terms have been published but have not been universally accepted. Difficulties arise because several of the terms used are of legal and administrative importance, e.g. in terms of eligibility of invalids for pensions. The attempts to define"impairment", "disability", etc, have almost exclusively been concerned with those resulting from physical manifestations and neglected those in which the primary impairment is psychological.

It is quite clear that agreement on the definitions of terms in this area will not be reached for several years. However, in 1980, the World Health Organization published, for trial purposes, a manual of classification relating to the consequences of disease, the International Classification of Impairments, Disabilities and Handicaps. The manual contains three distinct classifications each relating to a different plane of experience consequent upon disease:

Impairments

concerned with abnormalities of body structure and appearnace and with organ or system function, resulting from any cause; in principle, impairments represent disturbances at the organ level;

Disabilities

reflecting the consequences of impairment in terms of functional performance and activity by the individual; disabilities thus represent disturbances at the level of the person;

Handicaps

concerned with the disadvantages experienced by the individual as a result of impairments and disabilities; handicaps thus reflect interaction with and adaptation to the individual's surroundings.

Example 1

A 16 year old boy is involved in a traffic accident and one leg has to be amputated above the knee.

Impairment - loss of leg
Disability - decreased ability to walk
Handicap - decreased ability to work, to enjoy normal social activities, (sports, dancing), and to make social relationships.

Example 2

A 50 year old male, who has had hypertension for several years, suffers a stroke resulting in a right-side hemiparalysis and dysphasia.

Impairment - hypertension; disturbance of brain function
Disability - decreased ability to talk; decreased ability to walk and use right hand; fatigue through low physical endurance
Handicap - inability to work, paritial ability to look after himself, and reduced ability to interact with surroundings.

Example 3

A 3 year old girl is left with severe scars on her face and her entire left arm after burns.

Impairment - burn scars; abnormal appearance
Disability - decreased mobility of arm
decreased interest and contact with surroundings
Handicap - decreased capacity to take part in household work, disturbed social relationships (rejected by family and community members), and marriage propects much reduced

Example 4

An adult married female, with two children, with a two-year history of "schizophrenia"

Impairment - auditory hallucinations, lack of volition (i.e. normal drive and interest); disturbance of thought processes
Disability - inability to maintain drive and interest in daily tasks; poor attention and grasp of information, lack of contact with reality

Handicap - failure to care for children, perform housework, maintain personal hygiene and appearance, and relate to family members and friends.

Excerpted from UNESCO Courier, January 1981

A Guide to Disabilities

GUIDE TO DISABILITIES

Aphasia - Aphasia is a learning disability characterized by an inability to comprehend spoken or written language.

Amputation - Upper and/or lower limb virth deficiency or surgical removal

Arthritis - inflammation of a joint/s; local or widespread

Asthma - Usually an allergenic swelling of bronchiolar wall with muchoid secretions.

Autism - a concern for fantasy rather than reality

Bone fractures - break in bone/s anywhere in body

Bursitis - inflammation of any bursa (lubricating fluid sac in joints) of body

Cardiovascular limitations -any of a number of heart and circulatory impairments

Cerebral palsy - congenital brain damage resulting in motor, sensory, and perceptual difficulties

Decubitous ulcers - skin breakdown over bone protusions, not uncommon to those with lack of sensation and the wheelchair mobile

Dyscalcula - Dyscalculia is a learning disability characterized by impairment of the ability to do mathematical problems.

Dysgraphia - Dysgraphia is a learning disability characterized by an inability to write properly.

Dyslexia - Dyslexia is a learning disability characterized by an inability to read with understanding.

Dysphasia - Dysphasia is a learning disability characterized by an impairment of speech coordination and ability to arrange words in proper order.

Hemiplegia - paralysis to one-half (lateral) of the body, usually as a result of a cerebral vascular accident.

Hemophilia - abnormally slow clotting of the blood

Hypoglycemia - Blood sugar deficiency (opposite: diabetes)

Legally blind - Legal blindness is a visual acuity of 20/200 or less in the better eye with correction, or limitation of field of vision such that the widest diameter of the field subtends an angular distance no greater than twenty degrees.

Learning disability - A general term applied to specified impairments of the brain which interfere with normal learning

Multiple sclerosis - usually progressive degeneration of myelin sheath surrounding central nervous system nerves.

Muscular dystrophy - usually progressive degeneration of muscle fibers and replacement by fatty and fibrous tissue.

Myasthenia gravis - easily fatigued and weakened muscles especially of eyes, throuat, and respiratory areas.

Osteogenesis imperfecta - weak bones and connective tissue

Osteomyelitis - destructive invastion of bone and bone parts by infection (acute or chronic)

Paraplegia - paralysis which involves both legs and the trunk; when due to spinal cord injury also results in loss of voluntary bowel and bladder control.

Poliomyelitis - viral infection of spinal cord; accompanied by muscle atrophy and weakness of involved limbs.

Quadriplegia - paralysis involving parts or all of four limbs and the trunk; acccompanied by loss of voluntary bowel and bladder control and decrease in respiratory reserves

Scoliosis - lateral curvature of the spine

Specific Learning Disability - means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, reak, write, spell or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural or economic disadvantages.

Spina Bifida - failure of fusion of spinal column through which one ro more neural elements of spinal may protrude

Spinal cord injury - damage to spinal cord from accident

Compiled by Alfred H. DeGraff, M.S. S.E.A. Director, Disabled Student Services, Boston University, Boston, Massachusetts, copyright 1979

Glossary of Terms

GLOSSARY

Accessible Transportation - Accessible transportation is a bus, van or other vehicle that is constructed or modified to transport persons who use wheelchairs and others who would have difficulty climbing steps to board a bus. Typical features on such vehicles include a wheelchair lift or ramp, wide aisles, wheelchair locks and raised headroom.

American Sign Language - Several types of sign language exist. American sign language is used most widely. This sign language type is concept-based and is nationally used. A sign -- usually a motion of one or both hands -- symbolizes a concept, i.e., arms held in a clasp representing a cradled baby indicates a baby or infant. American sign language is not English. It does not have tenses, participles, or necessarily follow the English language.

Barrier Free - Barrier free refers to architectural designs or routes which eliminate barriers and hindrances that deter persons with mobility, visual, and hearing impairments from having access to and free mobility in and around a building or structure.
The American National Standard Institute (ANSI) has issued specifications for making buildings and facilities barrier free. Specifications cover:

- grading
- walks
- parking lots
- ramps
- entrances
- doors and doorways
- switches and controls
- warning signals
- stairs
- floors
- toilet rooms
- water fountains
- public telephones
- identification of facilities
- elevators
- hazard removal

Bliss Symbol System - An international visual code system and a scanning process for communication.

Body Language - A direct message form of communication in which the body is used to indicate a message. Over 50% of our language is communicated through our non-verbal body language.

Braille - Braille is a system of touch writing and reading which employs embosses dots evenly arranged in spaces called cells. Characters are formed by positioning one to six dots in characteristic positions. To aid in describing these characters by their dot or dots, the six dots of the cell are numbered 1,2,3 down on the left and 4,5,6 down on the right: : .

Because Braille is extemely bulky and requires a great deal of storage space, most students prefer to tape record books and lectures. A Perkins Braille Typewriter may be used to braille notes while listening to tapes. A recent device called a paperless Brailler may revolutionize the use of braille. It allows up to 400 pages of braille to be placed on a 60-minute cassette tape.

Disabled Student Services has a braille map of the University of Michigan campus which available to assist new students with orientation.

Carbonized Note Pads - Disabled Student Services provides students with free notetaking pads that produce carbon copies without carbon paper. These pads are used by volunteers in class who take notes for stduents who may be deaf, learning disabled, visually impaired, or physically unable to take notes.

Cerebral Palsy - Cerebral Palsy is a group of conditions caused by damage to the central nervous system before, during, or after birth resulting in a lack of muscle control. A person may have one or a combination of several types of cerebral palsy which range from inability to control body movements to a slight speech impairment.

Co-Active Movement - A direct message; a "do with" the person type of touch communication. An example would be where a person stands directly behind a person, their right hand on person's righ hand, and co-actively communicates a tennis stroke, for example.

Communication Devices - Several devices have been developed to assist persons who have difficulty speaki.g. These range from a lap board with letters, words, and phrases that are pointed to by the user to hand held electronic devices that say or print out messages.

Another type of communication device is a telecommunication device for the deaf (TDD). This is a machine about the size of a small typewriter with keys assembled in much the same way as a typewriter. The receiver of the telephone is placed on the TDD and messages are typed into it. Audible sounds are carried across the line and translated into printed words by another TDD used by the person being called. Some machines produce a printed copy while others display the conversation on a screen.

Demonstration - A direct message in which observable behaviors and processes are used to communicate.

Electronic Reading Aids - The Graduate and Undergraduate Libraries at the University of Michigan house several electronic reading aids used by students with visual impairments and learning disabilities.

- o Electronic visual aid (EVA)
  The EVA is a closed circuit television monitor and that enlarges images to various magnifications. Students who have some usable vision are able to read print with this aid.

- o Optacon
  The Optacon is a device about the size of a tape recorder that vibrates tactile images on the index finger of the user. Students who have no usable vision are able to read and interpret charts and graphs with the Optacon by moving a samll hand held camera across the page.
- o Kurtzweil Reading Machine
  The KRM is a computer capable of reading printed material that is placed on its scanning surface. It reads up to two hundred fifty words per minute with a synthetic voice and can read over two hundred printed styles.

  The KRM can also be programmed as a talking calculator that performs basic as well as complex mathematical problems.

The EVA, Optacon, and KRM can be modified to provide access to computer terminals. In addition, new technology has made possible the development of talking computer terminals.

Finger Spelling - Another type of sign language is finger spelling. It is used in conjunction with concept based sign language. Finger spelling is just that: On one hand, each letter of the alphabet is indicated by a finger and hand position. Words and/or total sentences are spelled out. It is not used usually for long conversations, just for a word that doesn't have a sign or between people who have not enough knowledge of sign - yet can finger spell.

Guide Dogs - Some students who are blind use a guide dog to assist them in traveling around campus. German Shepherds, Golden Retrievers and Labrador Retrievers are commonly trained to be guide dogs at schools like Leader Dogs for the Blind, in Rochester, Michigan. During four months of intensive training, dogs learn to lead and avoid obstacles, as well as basic obedience. Once assigned to a master, an additional month of training is given.

Hearing Aid - A hearing aid is a miniature loudspeaker that amplifies all sounds. It does not cure a hearing impairment. The benefits derived from using a hearing aid depend on the specific type and degree of hearing loss. In some instances, particularly noisy situations or group conversation, a hearing aid may hinder, rather than help a person with a mild hearing loss.

Because a hearing aid amplifies all sounds, it is necessary to learn to block out external sound when trying to hear and understand speech. This may never be fully accomplished. In addition, if a person's ability to hear speech clearly is impaired, the hearing aid cannot make the words clear. Consonants with similar sounds such as p, t, d may also be difficult to discern.

Hidden Disability - In addition to learning disabilities, hearing impairments and some visual impairments, there are a number of other impairments that are not readily identifiable. Some that are commonly found among students on campus include: allergies, arthritis, asthma, cardiovascular disorders, chronic back pain, hypoglycemia, epilepsy, hemophilia, diabetes and multiple sclerosis.

While most of these conditions will not require any accomodations in the classroom and students may not choose to identify themselves, there may be occasions when some adaptations are needed. The instructor's willingness to provide assistance can be communicated by an announcement on the first day of class indicating that those students who feel they may need an accommodation for any kind of disability may discuss their needs during office hours or after class.

Imitation - A form of idrect communication in which one person does, and the other mimics the performance. This type of communication can be reversed or direct mirroring in nature.

Interpreter - An interpreter is a person who is trained in one or several communication modalities used by persons who are deaf. American Sign Language is one such modality.

Interpreters may interpret or tanslate a person's remarks. Interpreting is an explanation of what someone says through the language of signs, informal gestrues, and pantomime. Translating is a verbatim presentation of what is being said through the language of signs and finger spelling.

Large Print - Large print is 3/16 to 1/4 of an inch in height. Some individuals with low vision are able to read print of this size. Disabled Student Services can enlarge printed materials for students. Faculty often send in exam questions to be enlarged. At least a two day turnaround is needed.

Modified Tape Recorders - Many students with impairments that affect notetaking and reading ability may use a modified cassette tape recorder. The American Printing House for the Blind is one comp2ay that manufactures this special protable recorder that records on four tracks with the options of 17/8 or 15/16 speed and variable speed on playback. An indexing feature allows placement of audible beeps for easy identification of starting points when rewinding tape.

A variable speech control module can be added to compensate for the change in pitch when the recording is being played at a faster than normal speed. In this way, liktening time is reduced.

Faculty members who are planning to publish their lectures have expressed concern about having them tape recorded due to fear that the tapes may somehow interfere with their plans. In such cases, students may be asked to sign an agreement not to release the tapes or otherwise interfere with efforts to obtain a copyright.

Paraplegia - Paraplegia is a paralysis of the legs and lower part of the body usually due to disease or injury of the central nervous system.

Prosthetic Limbs - A prosthetic limb is a device to be used in place of an arm or leg to aid normal functioning. These devices range from mechanical hooks to socket-attached legs to myoelectrical arms and hydraulic knees. Much of the function lost from a missing limb is replaced, but no tactile sensations are possible at this time. Prostheses may be cosmetic, functional or both.

Quadriplegia - Quadriplegia is a paralysis of all four limbs usually due to a disease or injury of the central nervous system.

Readers - Students who are unable to read printed material may use volunteer or paid readers. Disabled Student Services publishes a list of volunteer readers each semester. These volunteers may be students, faculty, staff or members of the community. Applicants complete forms which indicate the kinds of subject matter they prefer to read. Some stduents have found that retired faculty members make excellent readers in the subject which they taught.

Scanning - A communication device which scans options of desired statement (either another person verbally lists probable options, or they are presented visually through symbols, wordboards or electronic device) and when the appropriate choise is presented an indicative movement (eye blink, point, etc) is made by the communicator.

Seeing Essential English - A newer form of sign language called Seeing Essential English had been developed that closely aligns to the

to the English language. It is felt that children learning written English will be better able to read and write if their manual language is the same. This is still an issue among concerned indiciduals--something like the bilingual education concerns.

Seizures - Persons epileptic seizures often require special aid. First aid techniques for a grand mal epileptic seizure are as follows:

- Do not move the person unless the danger from the environment is direct. If possible, sharp and heavy objects such as tables and chairs should be moved to prevent injury.

- If possible, the person should be turned gently on his or her side, or the head gently turned, in order to allow for effective drainage of saliva.

- Do not put anything in the person's mouth. Contrary to myth, it is physically impossible to swallow during a seizure.

- Place something soft under the person's head.

- Loosen tight or restrictive clothing.

- Call competent medical help if the seizure lasts more than a few minutes.

- Remember: once a seizure has started, there is nothing you can do to stop it. The person must pass through this stage and regain consciousness naturally.

Faculty members should be aware of other problems epileptic students may have. These students may be taking medication which is necessary to control their seizures. The drugs (downers) can adversely affect academic and social performance by causing short attention spans, forgetfullness, and even bizarre behavior. Obviously, this can create difficulties in classroom situation, exams, and personal contacts. It is the responsibility of the student to give information to faculty members when a medical condition or disability could adversely affect academic performance.

Signals - A form of symbolic communication where a mechanical indicator is used to communicate. An example is a flashing light decoded to mean danger.

Symbols - Coded referents for concepts. Referents may be auditory (words), visual (signs), tactile, etc.

Tadoma - A process of interpreting communication through touch most commonly used by people who are both hearing and visually impaired. Usual methods include manual alphabet in the hand, touching a sign language interpreter's gestures or interpreting people's lips and voice box through touch.

Transcribing Agencies - Recordings for the Blind in New Your and Readings for the Blind in Birmingham, Michigan are two agencies which transcribe books onto cassette tape. This service is provided free to students who send in copies of their books.

Catalogs listing books on tape are published by Recordings for the Blind and the Library for the Blind and Physically Handicapped. Washtenaw County has a local library branch serving qualified students.

Visual Tek - A device that scans print and enlarges it on screen.

Excerpted from "Meeting the Challenge: A Guide to Barrier Free Learning," Disabled Student Services, University of Michigan; and Alfred H. DeGraff, M.S.,S.E.A., Director, Disabled Student Services, Boston University, Boston Massachusett, copyright 1979

American Sign Language and Braille Alphabets

Braille Alphabet and Numbers

1	2	3	4	5	6	7	8
a	b	c	d	e	f	g	h
9	0						
i	j	k	l	m	n	o	p
q	r	s	t	u	v	w	x
y	z						

The American Sign Language Alphabet

Resource List

RESOURCES

PROGRAM ONE - SEE ME AS ME

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
ALEXANDER GRAHAM BELL ASSOC. FOR THE DEAF	Publication and info center about deafness, whose emphasis is oral/deaf education. Materials are designed for parents, teachers and oral/deaf adults.	Alexander Graham Bell Association for the Deaf, 3417 Volta Place, NW, Washington, D.C. 20007 (202) 337-5220	X
HIGHER EDUCATION AND THE HANDICAPPED (HEATH)	A new resource center maintained by the American Association for Higher Education. It serves as a clearinghouse of information regarding access to higher education, publishes a quarterly newsletter.	Rhona C. Hartman , Coordinator One Dupont Circle, Suite 780, Washington, D.C. 20036 (202) 293-6447	X
A.N.S.I. HANDBOOK, PUB. A117.1 ($5.00/$2.00 Handling)	Section 84.23C of the federal regulations, implementation of Section 504 states that conformity with A.N.S.I. standards would constitute compliance.	American National Standard Institute 1420 Broadway, New York, New York 10012 (212) 354-3300 also contact local state Commission on Employment of the Handicapped	X
BRAILLE FORUM	Provides research and advocacy on service and delivery issues.	ACB - American Council of the Blind 12211 Connectical Avenue, NW, Suite 506, Washington D.C. 20036 (202) 833-4160	X
CLOSER LOOK	A federally funded organization to provide information to parents and advocates of handicapped persons in finding appropriate services.	Closer Look, Box 1492 Washington, D.C. 20013 (202) 833-4160	X

RESOURCES
PROGRAM ONE - SEE ME AS ME
continued

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
THE COLLEGE STUDENT WITH A DISABILITY: A FACULTY HANDBOOK, BY LYNN SMITH	A handbook prepared as an introductory review of the disabilities that affect learning in a college or university setting.	The President's Committee on Employment of the Handicapped Washington, D.C. 20210	X
ACCESS	Newsletter	National Access Center Employment of the Handicapped Washington, D.C. 20007	X
THE DISABLED COLLEGE FRESHMAN	A survey of college freshmen who responded to questions concerning their disabilities.	The President's Committe on Employment of the Handicapped Washington, D.C. 20210	X
"DEAF CULTURE FLOURISHES IN LOS ANGELES"	Access, a newsletter	ACCESS, National Access Center 1419 27th Dr. NW, Washington, D.C. 20007 (202) 333-1712 (Voice/TTY)	X
"DISABILITY IS NO HANDICAP"	A study of 1,452 veterans and non-veterans reveals that a high majority of disabled achieve average or better ratings for performance, safety and attendance.	The Alliance Review, winter 1973-74 President's Committee on Employment of the Handicapped Washington, D.C. 20210	X

RESOURCES

PROGRAM ONE - SEE ME AS ME
continued

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
"DISABLED MEN", BY BY JOHN WERTZ		The Men's Survival Resource Book: On Being a Man in Today's World edited by Chris Cook, M.S.E.B. Press, 1800 W 76th Street, Minneapolis, MN 55423 (612) 866-9650	
"DISABLING THE DISABLED, DISCRIMINATION IN HIGHER EDUCATION," BY DANIEL FINNEGAN	Research report and findings at the University level of professor and student attitudes and reactions to the disabled students and projected employment.	Disabling the Disabled, Discrimination in Higher Education, Daniel Finnegan, Lawrence Hall of Science, University of California at Berkeley Berkeley, CA	
EDUCATION MATERIALS	List of books, pamphlets, bulletins and reprints from "Forecast" with order forms.	Greater Boston Diabetes Society, 1330 Beacon Street, Brookline, MA. 02146 (617) 731-2972	X
FACTS ABOUT MS	A small pamphlet about MS, danger signals, results, obtaining help	National Multiple Sclerosis Society 205 East 52nd St., New York, NY 10007	X
"HANDICAPISM," BY ROBERT BOGDAN AND DOUG BIKLEN		Social Policy, 1977 Volume 7, pages 14-19	

RESOURCES

PROGRAM ONE - SEE ME AS ME

continued

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
"HANDICAPPISM (sic) IN AMERICA," BY DOUGLAS BIKLEN AND ROBERT BOGAN	Creatively illustrates how people's attitudes and behaviors toward disabilities can effect interpersonal relations, public policy and practices, and professional relations.	WIN Oct. 28, 1976, pp. 9-13	
"THE HIDDEN MINORITY: AMERICA'S HANDICAPPED," BY JOSEPH FEATHERSTONE		The New Republic, Feb. 2, 1980, pp. 30-31	
IF YOU STAND AT ALL, STAND TALL	Explores the senseless burdens society tends to place on disadvantaged people, and the principle of normalization.	The Way To Go, California State College, Sonoma, 1801 East Cotati Ave. Rohnert Park, CA 94928	X
LEARNING DISABILITIES, U.S. BY D. BROWN	ERIC Documment Reproduction Service	Office of Employment for the Handicapped, 1979. (ERIC Document Reproduction Service), Reston, Virginia.	X
LEARNING DISABILITY: NOT JUST A PROBLEM CHILDREN OUTGROW	Pamphlet concerning learning disabled adults facing the world of work with organizational ideas and a resource guide.	President's Committee on Employment of the Handicapped. Washington, DC. 20210	X
MAINSTREAM	Monthly magazine about the disabled	MAINSTREAM, 861 6th Ave., Suite 610 San Diego, CA 92101	X

RESOURCES

PROGRAM ONE - SEE ME AS ME
continued

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
THE MULTIDISABLED: EMERGING RESPONSES, ALCOHOL HEALTH AND RESEARCH, Vol. 5(2), Winter 1980/81	Articles focus on a first attempt to gather and document policy, research, and programmatic information pertaining to the multidisabled alcoholic.	Alcohol Health & Research World. National Institute on Alcohol Abuse and Alcoholism. P.O. Box 2345, Rockville, MD 20852	
"GUIDE TO THE SECTION 504 SELF-EVALUATION FOR COLLEGES AND UNIVERSITY." "ISSUES AND ANSWERS FOR IMPLEMENTING SECTION 504."	Single copies	NACUBO - National Ass. of College and University Business Officers, One Dupont Circle, Suite 510, Washington D.C. 20036 (202) 861-2500	
"THE DEAF AMERICAN" $6.00/year subscription		NAD - National Ass. of the Deaf 814 Thayer Ave., Silver Spring, MD 20910 (301) 597-1788	
DUE PROCESS IN SPECIAL EDUCATION. A STEP BY STEP RESOURCE MANUAL FOR HEARING OFFICERS.	Membership organization - cooperates in the publication and dissemination of educational materials for administrators.	NASDE - National Ass. of State Directors of Special Education. 1220 16th Street, NW, Suite 610 E Washington, DC 20036	X
"NEW DEVICES BREAKING BARRIERS, TURN DISABLED INTO THE ABLE." BY PHYLLIS HALLMAN		Science Digest January, 1980, p. 44	X

RESOURCES

PROGRAM ONE - SEE ME AS ME
continued

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
"NEW REHABILITATION LAW REQUIRES A CLEARER DEFINITION OF HANDICAP." BY R. MAJUNDER		VIEWPOINT , 1979 Vol. 40, pg. 11-12, Nov-Dec	X
HANDBOOK FOR BLIND COLLEGE STUDENTS and YOUR SCHOOL INCLUDES A BLIND STUDENT	Information center that will answer questions about blindness refer you to appropriate resources and publication list.	NFB - Natl. Foundation of the Blind, Natl. Blindness Information Center 1800 Johnson St. Baltimore, MD 22030 (301)6599314	X
"NORMALIZATION"	Notebook	Way to Go, Series University Park Press:Baltimore 1978	X
NTID & Project Outreach serves as a resource to other educational institutions involved in mainstreaming deaf people into regular classes. NTID conducts training programs for interperters, notetakers and tutors and can advise other colleges on setting up similar programs.		NTID - Natl. Technical Institute for the Deaf One Comb Memorial Drive Rochester, N.Y. 14623	X
A PACKAGE OF SECTION 504 MATERIAL	A copy of the Regulation, several brochures and a fact sheet. Maintains a 504 Technical Assistance Staff at each of the 10 regional offices of HEW/HHS/DOE	OCR - Office for Civil Rights, Public Affairs 330 Independence Avenue, S.W.,RM 5410 Washington, DC 20201 (202)245-7504	X

82

RESOURCES

PROGRAM ONE - SEE ME AS ME
continued

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
"A PRACTICAL GUIDE TO LIVING WITH MS."	Booklet addressing the most commonly asked questions and provides practical information about living with the physical and emotional ramifications of MS.	Natl. Multiple Sclerosis Society 202 East 42nd St. New York, N.Y. 10017	X
"PEOPLE....JUST LIKE YOU."	An activity guide; 1981.	Committee on Youth Development Presidents Committee on Employment of the Handicapped Washington, D.C. 20210	X
DIRECTORY OF ORGANIZATIONS INTERESTED IN THE HANDICAPPED - 1980-81 $3.00 + $2.00 handling	A private organization that encourages international exchange by and about disabled persons.	PEOPLE to PEOPLE Committee for the Handicapped 1522 K St., NW, Room 1130, Washington, DC 20005 (202) 638-2487	X
Portrait of the Disabled in the Media	Vol. 6(3), July, 1978	Journal of Communication Psychology pp. 269 - 274	
Steps to Independence for People with Learning Disabilities, by Dale Brown	Written for learning disabled people seeking independence, for parents who will help along the way, for professionals and others who want to lend a hand.	CLOSER LOOK, 1978 Parents' Campaign for Handicapped Box 1492 Washington DC 21103	X

RESOURCES

PROGRAM ONE - SEE ME AS ME
continued

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
"The Stigmatizing Aspects of Severe Disability: Strategies for Change," by R.W. Thoreson and B.A. Kerr	How society can mitigate the stigmatizing effects of severe disability and assure that those with disabilities are afforded an opportunity to live rewarding and productive lives.	Journal of Applied Rehabilitation Counseling, Vol. 9(2), sum. 1978, pp. 21-26	
Summary of Existing Legislation Relating to the Handicapped		U.S. Department of Education Office of Special Education and Rehabilitative Services Office for Handicapped Individuals Washington DC 20202	X
"There Oughta Be a Law - There Is"	A series of brochures explaining different aspects of Section 504 of the Rehabilitation Act of 1973 and Section 402 of the Viet Nam Era Veterans Readjustment Assistance Act of 1974.	Mainstream, Inc. 1200 15th St. NW Washington DC 20005 (202) 833-1136	X
"Two Years Later: The Impact of Section 504 Regulations on Higher Education" by Gail G. Fonosch	Paper assessing the impact of Section 504 regulations on colleges and universities.	Gail G. Fonosch California State University, Northridge 18111 Nordhoff St. Northridge CA 91330	
"The Unexpected Minority"		The Republic, February 2, 1980, pp. 26-31	

RESOURCES

PROGRAM ONE - SEE ME AS ME
continued

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
What Everyone Should Know About MULTIPLE SCLEROSIS	About MS with assorted drawings and cartoons describing the what's, why's and how's of MS.	National Multiple Sclerosis Society 205 East 42nd St. New York, NY 10017	X
WAY TO GO	Usable and creative book carrying the assurance of dignity in the lives of all citizens who have developmental special needs.	WAY TO GO California State College, Sonoma 1801 East Cotati Ave. Rohnert Park CA 94928	X

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
Canon Communicator	Brochure on the Canon Communicator	Telesensory Systems, Inc., 3408 Hillview Ave., P.O. Box 10099 Palo Alto, CA 94304 (415) 493-2626	X
"Communication Boards Help for the Child Unable to Talk," by S. Von Bruns - Connolly and H.C. Shave	Discussed the types of communication boards and the content of communication boards to become an effective communicator. A well-designed board will help him/her to initiate communication with others and will stimulate his intellectual and social growth.	Exceptional Parents..., 8:F pp. 18-22, April 1978.	
Communication: What's It All About. How Will I Communicate With a Deaf Person?	Booklet	National Technical Institute for the Deaf Rochester Institute of Technology Public Information Office One Lomb Memorial Drive Rochester, NY 14623	X
"Help for 10 Million Americans Who Suffer Speech Problems"		U.S. News, Vol. 85(10)70-71, Sept. 11, 1978.	
Human Communication Interaction by Judith Pelton	Contents consultant, Sensitivity & Special Populations Project	California State University, Chico. January, 1981	X

RESOURCES

PROGRAM TWO - TOTAL COMMUNICATION
continued

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
"Human Link in Communications," by D. Pereboom	A philosophical analysis	Journal of General Psychology Vol. 98:53-64. January, 1978.	
"Non-Speech Communication: A Position Paper"		ASHA Journal, Vol. 22(4): 267-272, April, 1980	
Self-Help for the Laryngectomee, by Edmund Lauder, $4.50(10/80)	Includes care of the stoma, methods of acquiring esophageal voice, types of artifical larynx devices, and exercises of voice development.	Edmund Lauder 11115 Whisper Hollow San Antonio, TX 78230	
"Rehabilitation Considerations with the Communicatively Handicapped Individual" by Ruth M. Torkelson and Ross K. Lynch		Journal of Rehabilitation, Oct./Nov./Dec. 1979, pp. 48-51	
Self-Help for the Stutter by Malcolm Fraser			
A Self-Instruction Lab for Developing Communication Skills of Deaf Postsecondary Students at NTID by Kandy Connell McQuay and Lenore Spagnuolo Coscar	NTID uses a unique, individualized Self-Instruction Lab to improve students' communication skills	American Annals of the Deaf, Vol. 3 May 1980	

RESOURCES

PROGRAM TWO - TOTAL COMMUNICATION
Continued

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
"Studies on Hand-Held Visual Communication Devices for the Deaf and Speech-Impaired" by Willard Thirlow		Ear and Hearing, Vol. 1(3):137-147	
Talking Book Topic	Published bimonthly and distributed free to blind and physically handicapped individuals who participate in the Library of Congress free reading program.	CMOA - CMLH P.O. Box 8560 Capitol Heights, Maryland 20027	
Telecommunications, Devices for the Deaf		Donna Wallace, Coordinator, Telecommunications Trainign Center National Center on Deafness California State University Northridge CA	X
Visual Symbol Communication Instruction with Nonverbal Multihandicapped Individuals, by P.S. Elder and F.S. Bergman, bibl. il.	Efficiently teaches a variety of visual symbol systems, allows for either gestural or visual responses and allows implementation by both professionals and paraprofessionals.	MEN Retard., vol 16: 107-12, April, 1978.	
Workshops on Communication Networks That Promote Opportunities in Post-Secondary Ed. for the Handicapped.		Sponsored by Office of Services for the Handicapped, State University of N.Y. at Buffalo & Regional Ed. Programs Bureau of Ed. for the Handicapped, US Dept. of Education.	X

RESOURCES

PROGRAM THREE - INSTRUCTIONAL ADAPTATIONS

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
Resources Directory of Disabled Educators	Includes people as well as descriptive information about barriers in the profession of education and coping strategies used to overcome them.	AACTE - Am. Assoc. of Colleges for Teacher Education. AACTE - Section 504 & Teacher Ed. Project Suite 610 1 Dupont Circle Washington DC 20036 (202) 293-2450	X
Project on the Handicapped in Science (free) Resources Directory of Handicapped Scientists ($3.00)		AAAS - Am. Assoc. for the Advancement of Science Project on the Handicapped in Science 1776 Massachusetts Ave. NW Washington DC 20036 (202) 467-4497	X
"Academics and Program Accessibility"		Disabled USA, Vol. 2:7, 1978	
Educational Aids	Catalog of Braille textbooks: also catalog uf educational and other aids.	Am. Printing House for the Blind, Inc Carson V. Nolan, Ph.D., Vice President and General Manager 1839 Frankfort Ave. P.O. Box 6085 Louisville, KY 40206	X
"Arts Accessibility for the Deaf," by Eugene Bergman		The National Access Center 1419 27th St., NW Washington DC 20007 (202) 333-1712 (Voice/TTY)	X

RESOURCES

PROGRAM THREE - INSTRUCTIONAL ADAPTATIONS
continued

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
The Association for the Severely Handicapped, Vol. 7(6): June, 1981	Newsletter with information concerning forums, projects, laws, special programs and more.	The Association for the Severely Handicapped 7010 Roosevelt Way NE Seattle, WA 98115	X
"Computerized Information System for Science Course Access for Disabled Students," by Albert M. Cook, Ph.D.	The data for a functional skills approach based on needs which a student has.	Helen Woodall, Resource Coordinator Assistive Device Center California State University, Sacramento 6000 J. St. Sacramento CA 95819 (916) 454-6080	X
Braille Books Catalogue, 1981	A resource list	Braille Inc. 44 Scranton Ave. Falmouth, Massachusetts (617) 540-0800	X
Building Success in the Classroom, by Nancy Arme, Ph.D., and Patricia Archer, Ph.D.	Description of the problem and the solution to an effective classroom experience.	Media Systems Corporation, A subsidary of Harcourt, Brace and Jovanovich, Inc. 757 Third Ave. New York, N.Y. 10017	X
Chemistry for the Visually and Orthopedically Handicapped, by Dorothy Tombaugh	A bibliography of useful books and organizations concerning the individual with handicaps and college instruction.	Chemistry for the Visually and Orthopedically Handicapped, by Dorothy Tombaugh	X

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
CAPED Communique	News and information bulletin of the California Assoc. of Post-secondary Educators of the Disabled.	California Association of Postsecondary Educators of the Disabled Moorpark College 7075 Campus Rd.. Moorpark CA 93021	X
CENTS	Information to share with service providers nationwide, and publishes an informative newsletter.	CENTS - Center for Education for Non-Traditional Students, Inc. 3130 Grimes Ave. N., Robbinsdale, MN 55422	X
The College Student with a Disability: A Faculty Handbook	Introductory review of the disabilities that affect learning in higher education setting with suggestions for adjustments in environment or in teaching style.	The Presidents Committee on Employment of the Handicapped Washington DC 20210	X
Computer Programming Evaluation Program for the Visually Impaired	Description/pamphlet of computer programming evaluative course for visually impaired students.	North Central Technical Institute c/o Bruce F. Sunderland 1000 Schofield Ave. Wansau, Wisconsin 54401	X
College "HELP" Newsletter	A national directory of four year colleges, two year colleges, and post high school training programs for young people with learning disabilities.	College "HELP" Newsletter College - Handicapped and Exceptional Learner Programs and Services.	X

RESOURCES

PROGRAM THREE - INSTRUCTIONAL ADAPTATIONS
continued

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
Help for the Learning Disabled College Student by Joan Sedita	Concerning Section 504 of the Vocational Rehabilitation Act Amendments of 1973.	Landmark School PRIDE Crossing, MA 01965	X
UNION CATALOGUE	Lists of books currently available in braille or recorded.	Library of Congress, National Library Service for the Blind and Physically Handicapped Washington DC 20542 (202) 882-5500	X
NAHIS	Resource for material relating to the arts as well as general topics, numerous, excellent publication.	National Endowment for the Arts 2401 E. St., NW. Washington DC 20506	X
Braille Book Bank	College textbooks in braille, in the sciences, mathematics, and foreign languages.	National Braille Association, Inc. 85 Godwin Ave. Midland Park, NJ 07432	X
Handicapped Scientists, Resource Biography	Promotes opportunities available to women, minorities and handicapped individuals in the natural, social and applied sciences.	OPPORTUNITIES IN SCIENCE, AAAS Amer. Assoc. for the Advancement of Science 1776 Mass. Ave., NW Washington DC 20036 (202) 467-4497	X

92

RESOURCES
PROGRAM THREE - INSTRUCTIONAL ADAPTATIONS
Continued

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
The Deaf Student in College	A two booklet portfolio which outlines how to meet the needs of deaf students on regular, integrated campuses.	Callaudet College Kendall Green 7th and Florida Ave. NE Washington DC 20002	X
Educators with Disabilities A Resource Guide	A national list of college faculty with disabilities.	Diane Merchant, Supt. of AACTE One Dupont Circle Washington DC 20036	X
The Enabler: A Handbook for Students with Handicaps, revised	A handbook for the student with a handicap.	University of Minnesota The Enabler	X
Handicapped Students in the Classroom: An Introduction		Handicap Student Services Office of the Dean of Student Affairs University of Georgia	X
The Handicapped Students on College Campuses - Advocacy, Responsibility and Education		The Third National Conference on Handicapped Student Service Programs in Postsecondary Education Denver, Colorado May 18-21, 1980	X
The Hearing-Impaired Student in Your Class: A Resource Manual for Faculty	Resources available to faculty & students from NTID ir reference to teaching students with hearing impairments.	NATIONAL TECHNICAL INSTITUTE FOR THE THE DEAF Rochester NY 14623 *by the Faculty Resource Comm. NTID	X

93

RESOURCES

PROGRAM THREE - INSTRUCTIONAL ADAPTATIONS
Continued

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
Higher Education and the Handicapped	A series of resource sheets has been prepared on a number of topics, including athletics, attitudes/ awareness, audio-visual material.	HEALTH RESOURCE CENTER, Amer. Assoc. for Higher Education/Americal Council on Education One Dupont Circle Washington DC 20036 (202) 293-6447 or (202) 833-4707	X
Portable Science Station for the Physically Handicapped		Conco Industries, Inc	X
Postsecondary and Adult Education: Current Activities and Directions at the National Institute of Education	A review of the activities sponsored by the Program on Ed. Policy and Organization, Program on Teaching and Learning and the Program on Dissemination and the Improvement of Practice.	National Institute of Education U.S. Dept. of Education Washington DC, 1978.	X
Reading Assessment for Hearing Impaired Postsecondary Students: The Minnesota Reading Assessment, by Laurie L. Johnson	The results of an effort to overcome some of the major difficulties in using existing reading tests in postsecondary programs. The MRA provides a separate set of norms for hearing impaired students	Reading & Study Skills Specialist for Hearing Impaired Students, 113 Eddy Hall, University of Minnesota 192 Pillsbury Dr. SE. Minneapolis MN 55455 (612) 373-3714 (Voice/TTY)	X
"Teacher Attitudes in Mainstreamed Classrooms"		Psychology Review, Aug. 1978 Vol. 43:54	

RESOURCES

PROGRAM THREE - INSTRUCTIONAL ADAPTATIONS
Continued

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
Testing Students with Disabilities: A Faculty Resource Guide		Handicapped Student Affairs Office, California State University, Northridge, CA	X
Can Deaf Students Succeed?		National Center on Deafness California State University, Northridge Northridge CA 1979	X
The Visually Impaired Student in Introductory Earth Science Courses	Minimal modifications of normal classroom and lab procedures are described, stressing simply prepared raised-line diagrams, hand outs and maps.	Daniel J. Jones Department of Physical & Earth Sci. California State College Bakersfield CA 93309	X
Mainstreaming Methods Packets by R.L. Shick		Unpublished Packer, Mansfield PN Mansfield State College, 1975	X
Teacher Training Program by P.B. Smith, G.I. Bently	Participant Manual: Mainstreaming	Austin TX, Education Service Center Region XIII, 1975	X
Teaching the Learning Disabled Adolescent, by G. Alley and D. Deshler		St. Louis: Love Publications CO 1979	

RESOURCES

PROGRAM FOUR - CAMPUS ACCESS: DISABLED STUDENT SERVICES AND OTHER CAMPUS SERVICES

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
American Foundation for the Blind, Directory of Agencies	Contains state by state and territory listing of both governmental and voluntary services for the individual who is blind.	American Foundation for the Blind 15 West 16th Street New York, New York 10011	X
APPA - Creating an Accessible Campus, $12.50	Hot Line: (202) 234-1664	Association of Physical Plant Administrators, 11 Dupont Circle Suite 250, Washington, D.C. 20036 Washington, D.C. 20036 (202) 234-1664	
Reports	Issues reports aimed especially at arts programs and facilities. Topics include legal rights, design schools offering courses on barrier free design, access to school of architecture, access to cultural facilities and others.	Arts and Special Constituencies Project, National Endowment for the Arts, 2401 E St., N.W. Washington, D.C. 20506	
Architectural Accessiblity for Disabled of College Campuses, by Stephen Cotter and Al DeGraff	An illustrated guide covering all campus facilitites with explanation of factors underlying design requirements.	ATBCB - Arch. and Transportion Barriers, Compliance Board, 330 C Street, S.W., Room 1010 Washington, D.C. 20201 (202) 245-1591	

RESOURCES

PROGRAM FOUR - CAMPUS ACCESS: DISABLED STUDENT SERVICES
AND OTHER CAMPUS SERVICES (CONTINUED)

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
Accommodating the Disabled Student, by James Mueller	A guide book illustrating how to adapt educational facilities such as the laboratory, studies, library, and auditorium for students with disabilities.	The Job Development Laboratory The George Washington University 2300 Eye Street, N.W. Suite 714 Washington, D.C. 20037 (202) 676-3801	
Alert	Newsletter of AHSSPPE, Association on Handicapped Student Services Programs in Post-Secondary Education	Directors of Education Rehabilitation Services, 450 Mackenzie Hall, Wayne State University, Detroit, MI 48202/ (313) 577-3362 Carol Goldstein, Director Disabled Student Services California State Polytechnic Univ. 3801 W. Temple Ave, Pomona, CA 91768	X
American Foundation for the Blind, 1980-81 catalogue of Publications	Listed alphabetically in six sections AFB publications, AFB priced publications, AFB practice and AFB research reports.	American Foundation for the Blind 15 West 16th Street New York, New York 10011	X
American Foundation for the Blind, NEWSLETTER	Informs persons involved in services for blind persons about the Foundation's activities.	American Foundation for the Blind, NEWSLETTER 15 West 16th Street New York, New York 10011	X

RESOURCES

PROGRAM FOUR - CAMPUS ACCESS: DISABLED STUDENT SERVICES AND OTHER CAMPUS SERVICES (CONTINUED)

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
Recruitment, Admissions and Handicapped Students (1978)	Covers law, admission tests, publication, financial aid, and grievance procedures.	AACR - American Association of College Registors and Admissions J.D. Benett, Dr. Technical Ass. Units Office of Program Review & Rights Office for Civil Rights 330 Independence Ave, S.W. Washington, D.C. 20201	
"Academic and Program Accessiblity"	Concerning facts about Federal Regulations compelling colleges and universities to become architecturally and programatically barrier free.	Disabled, USA Vol. 2 (2): 1978	
About Barriers	A pamphlet exposing existing barriers and emphasizing barrier free design for safe, free, independent, convenient movement within the environment.	Architectural and Transportation Barriers Compliance Board, Washington, D.C. 20201	X
Accessibility Information	A guide to finding out what you need to know about developing college and university campus facilities that are accessible to handicapped persons.	Association of Physical Plant Administrators of Universities and Colleges, 11 Dupont Circle, Suite 250, Washington, D.C. 20036 (202) 234-1662	X

86

RESOURCES

PROGRAM FOUR - CAMPUS ACCESS : DISABLED STUDENT SERVICES AND OTHER CAMPUS SERVICES (CONTINUED)

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
Auxiliary Aids: A Resource Guide for Post-Secondary Schools, Rehabilitation Agencies, and Handicapped Individuals	Assist Post-secondary schools, rehabilitation agencies, and handicapped individuals identifying sources of educational and personal auxiliary aids.	Office of Handicapped Concerns U.S. Education Department December 1980	X
A Blueprint for ACTION	Based on the findings of Pathways to Employment, 11, a national meeting designed to identify local, state and national strategies for imporving the opportunities, available to disabled youth for education, training and employment.	President's Committee on Employment of the Handicapped Washington, D.C. 20201	X
The Braille Book Review	Published bimonthly and distributed free to blind and physically handicapped individuals who participate in the library of Congress free reading program.	CMOA-CMLJ P.O. Box 8560 Capitol Heights, Maryland 20027	X
Can Deaf Students Succeed?	Describes CSUN and the success of integration of deaf students at the university level.	National Center on Deafness California State University, Northridge 18111 Nordhuff St., Northridge, CA 91330	X

RESOURCES

PROGRAM FOUR - CAMPUS ACCESS : DISABLED STUDENT SERVICES
AND OTHER CAMPUS SERVICES
CONTINUED

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
1981 Catalogue of Publications	Publications and descriptions from Gallaudet College Press and materials from the Division of Public Services.	Gallaudet College Press, & The Dividion of Public Services Kendall Green, Washington, D.C. 20002	X
Change Strategies and Disabled Persons: Postsecondary Recreation and Beyond	Oct. 306, 1978, pp.121-125	Report of the Second Nat'l Conference Wright State University and the Bureau of Education for the Handicapped - Dayton Area Chamber of Commerce, Dayton, Ohio	
CAPED Communique	News and information bulletin of the California Association of Post-secondary Educators of the Disabled	Moorpark College, 7075 Campus Rd., Moorpark, CA 93021	X
Counseling and Accommodating the Student with Learning Disabilities, by Dale Brown		Public Information Specialist Office of Communications President's Committee on Employment of the Handicapped Washington, D.C. 20210 (202) 653-5051	X

100

RESOURCES

PROGRAM FOUR - CAMPUS ACCESS : DISABLED STUDENT SERVICES
AND OTHER CAMPUS SERVICES
CONTINUED

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
"Counseling Person with Disablilities: Are the Feelings, Thoughts, and Behavior of Helping Professionals" by Robert Nathanson		The Personnel and Guidance Journal Vol. 58 (4), Dec. 1979	X
The Deaf Student in College	Two booklets on the successful education of deaf students and college/career programs for deaf students	Gallaudet College with W.K. Kellogg Foundation, American Council on Education, One Dupont Circle, Washington, D.C. 20036	X
Difficulties in Advisement of a Handicapped Graduate Student, by James Hood, Ph.D.		James M. Hood, Ph.D. Assistant Professor Georgia Southern College Statesbon, GA. 30468	
Directory of National Information on Handicapping Conditions and Related Services	Standard reference work for info- provides in the handicapped field Documentation at the National level of information resources existing for handicapped persons	U.S. Dept of Health, Ed. & Welfare Office of Human Development Services Office for Handicapped Individuals Washington, D.C. 20201	X

RESOURCES

PROGRAM FOUR - CAMPUS ACCESS : DISABLED STUDENT SERVICES AND OTHER CAMPUS SERVICES
CONTINUED

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
DTNSRDC Newsletter	Provides info regarding the many resources and measures necessary to assure an accessible working environment at the center.	Paul M. Meyer Handicap Program Manager Bethesda, MA 20084 (202) 227-3359	
Elevator Control Adapters		John Nordic, Inc 1320 Sixth Ave, South Moorhead, Minnesota, 56560 (218) 233-5247	X
Getting Through: A guide to better understanding of the hard of hearing	A stereo record experiment in the field of sound and hearing; prepared for the layman	Zenith Radio Corporation 6501 W. Grand Avenue Chicago, Ill. 60635	
Getting Through College With a Disability	A summary of services available on 500 campuses for students with handicapping conditons	President's Committee on Employment of the Handicapped, Washington, D.C. 20210	X
HANDBOOK for the Blind College Students	A guide to various library rehabilitation and other services available throughout the country to the blind student.	National Federation of the Blind 1800 Johnson street Baltimore, Maryland 21230 (301) 659-9314	

RESOURCES
PROGRAM FOUR - CAMPUS ACCESS : DISABLED STUDENT SERVICES
AND OTHER CAMPUS SERVICES
CONTINUED

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
Guide to Section 504 Self Evaluation for colleges and universities	Suggestions for compliance with Section 504 legislation	James Bennett, Director of Section 504 Technical Assistance, Office of Civil Rights Dept. HEW, 330 Independent Ave, S.W. Washington, D.C. 20201	X
Handicapped Learner Materials Distributors	Materials, video tapes, manuals concerning technical signs materials	Duane Straub Audio Visual Center Indiana University Bloomington, IN 47401	X
HEATH - Accessible Conference Kit, prepaid, $1.00	Contains a portfolio of info, reprints, brochure, publication list, and the 73 page book, BARRIER-FREE MEETINGS	HEATH Resource Center Box 1492, Washington, D.C., 20013	X
HEATH/Closer Look	A quarterly newsletter available which provides timely information about new publications, highlights campus programs, discusses new or pending legislation, and shares some of the inquiries and answers.	HEATH/CLOSER LOOK Resource Center Box 1492, Washington, D.C. 20013 (202) 833-4707 (Voice/TTY)	X

RESOURCES

PROGRAM FOUR - CAMPUS ACCESS : DISABLED STUDENT SERVICES AND OTHER CAMPUS SERVICES CONTINUED

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
College "Helps" Newsletter		College-Handicapped and Exceptional Learners program and services Partners in Publishing Box 50347 Tulsa, OK 74150 (918) 584-5906	
Catalogue of Publications		Human Policy Press P.O. Box 127 Syracuse, N.Y. 13210	
"Media, the Arts and the Handicapped" by Michael Irwin	A project for persons with handicaps to include experiences with media art forms.	Audiovisual Instruction Vol. 24 (8), Nov. 1979	
Medical Standards for Employing Handicapped People: Some Perspectives on Affirmative Action	A seminar on medical standards for employment and affirmative action for disabled individuals.	Mainstream, Inc. 1200 E. 15th Street, N.W. Washington, C.C. 20005 (202) 833-1136	
New Directions for Student Services (Serving Handicapped Students) #10, 1980 Hazel Sprandel, Martin Schmidt, guide editor	Book in series	New Directions Subscription Jossey-Bass, Inc. Publisher 433 California Street, San Francisco, CA 94104	

RESOURCES

PROGRAM FOUR - CAMPUS ACCESS : DISABLED STUDENT SERVICES AND OTHER CAMPUS SERVICES CONTINUED

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
Post-secondary Education Opportunities by William Castle	A pamphlet on transitional problems of young deaf adults from adolescense to adulthood, mutual roles of secondary and post-secondary programs, advances in instructional technology, and maintaining students in the programs.	William Castle Dean and Director of National Technical Institute for the Deaf, Rochester, N.Y.	
Project HEALTH Hospital, Equal Access, the Law and the Handicapped	A free informational publication and resource guide	Mainstream, Inc. 1200 15th Street, N.W. Washington, D.C. 20005 (202) 833-1136 (voice/TTY)	X
Recreation and Leisure for Handicapped Individuals	Information resources, funding guide and publications available from federal sources	U.S. Department of Education Office of Special Education Rehabilitative Services Office for Handicapped Individuals Washington, D.C. 20202	X
Recruitment, Admissions, and Handicapped Students	A guide for compliance with Section 504 of the Rehabilitation Act of 1973	James D. Bennett, Director, Technical Assistance Unit Office of Program Review and Office for Civil Rights 330 Independent Ave, S.W. Washington, D.C. 20201	X

RESOURCES

PROGRAM FOUR - CAMPUS ACCESS : DISABLED STUDENT SERVICES
AND OTHER CAMPUS SERVICES
CONTINUED

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
Regional and Subregional Libraries for the Blind and Physically Handicapped Address List	Addresses, phone numbers and names of libraries in the network of the libraries for individuals with handicaps	National Library Service for the Blind and Physically Handicapped 1291 Taylor St, N.W. Washington, D.C. 20542 (202) 882-5500	X
REPORT	Bimonthly newsletter	National Center for a Barrier Free Environment, 8401 Connecticut Avenue, Washington, D.C. 20015 (202) 544-7333	
Resources for the Vocational Preparation of Disabled Youth by Mona 1. Hippolitus	A manual on the delivery of special education, vocational education, and vocational rehabilitation services to handicapped youth at the secondary and post-secondary level.	President's Committee on Employment of the Handicapped, Washington, D.C. 20010	
Review of Environmental Design Center for the Deaf by Donna Chitwood	A tour of Gallaudet Environmental Design Center; description of design and construction	Gallaudet, summer 1980	
Rural Network	A newletter concerned with the vision of a better life for elders in Northeastern California	Gerontology Career Preparation Project, Kendall Hall, California State University, Chico Chico, CA 95929	

RESOURCES

PROGRAM FOUR - CAMPUS ACCESS : DISABLED STUDENT SERVICES AND OTHER CAMPUS SERVICES CONTINUED

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
Science for the Physically Handicapped in Higher Education, a guide to sources of information, by Gary H. Adams	A concise, ready reference for persons who need to know where to find information about science education and career opportunities for the physically handicapped individual	Environmental Science Information Center, Library and Information Services Division, Rochville, MD 20852	X
"Section 504 - The Federal Handicapped Law: What Must You Do?"	Comprehensive handbook that helps ensure compliance in your program institution.	Handicapped Requirements Handbook Federal Programs Advisory Service 2120 L. St. N.W. Suite 210 Washington, D.C. 20037 (202) 872-1766	X
Task Force on Life Safety and the Handicapped	A newly formed group - out of which came a "State of the Art" statement	Task Force P.O. Box 19044 Washington, C.D. 20036	X
Technical Assistance Corps Directory - HEATH	Comprises more than 130 persons who have recieved training on access to campus facilities and programs for handicapped students and employees.	Higher Education and the Handicapped, American Council on Education, One Dupont Circle, Suite 800, Washington, D.C. 20036 (202) 833-4707	X
The Tutor Notetaker	A comic book designed to assist readers in an understanding of the why, how and the who of the Tutor/ Notetaker Program	National Technical Institute for the Dear, Rochester Institute of Technology, One Lomb Memorial Dr. Rochester, N.Y. 14623	

RESOURCES

PROGRAM FOUR - CAMPUS ACCESS : DISABLED STUDENT SERVICES AND OTHER CAMPUS SERVICES CONTINUED

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
A Tutor/Notetaker Program for Deaf Students That Really Works	Ideas and direction for a student support system of notetaking for hearing impaired students.	Jimmie Joan Wilson, Coordinator Tutor/Notetaker Training Program National Technical Institute for the Dear, One Lomb Memorial Dr. Rochester, N.Y. August 1980	X
VIP - Program for Visually Impaired Persons	A pamphlet/description for pre - vocational and vocational education programs	North Center Technical Institute 1000 Schofield Avenue Waeesau, Wisconsin 54401	
A Working Agreement: Unions and Affirmative Action for Handicapped People	A brochure based on a seminar on labor unions and affirmative action for disabled individuals.	Mainstream, Inc. 1200 15th Street N.W. Washington, D.C. 20005 (202) 833-1136	X
BOOK - Assuring Access for the Handicapped	Perhaps the most up-to-date reference publication on the topic.	New Directions for Higher Education Nombe035, 1976, Jossey-Bass, Inc. San Francisco, CA	
1978-1989 International Director of Access Guide	A 24 page directory, lists 347 access guides to cities and transportation facilities in the United States and around the world.	Rehabilitation World 20 West 40th Street New York, New York 10018 (212) 869-0461	

RESOURCES

PROGRAM FIVE - DEVICES, TECHNOLOGY & CHANGE

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
Aids and Appliances for the Blind and Visually Impaired	Catalogue full of aids, appliances, vitamins, toiletries, health and beauty aids, etc.	Independent Living Aids, Inc. 11 Commercial Court Plainview, NY 11803	X
Aid and Appliances Review	Review of handwriting guides for the person who is visually impaired.	The Carroll Center for the Blind 770 Center St. Newton, MA 02158 (617) 969-6200	X
"Beat the Drum Faster, Please" by Dick Dietl	A look at technology in the deaf community, where it has come from, what we have now and what is it going to provide in the future.	The Journal of Rehabilitation	X
Controls	Reference catalogue to aid physically limited people in the operation of assistive devices.	Rehabilitation Engineering Center Children's Hospital at Stanford Control and Interface Project 520 Willow Rd. Palo Alto CA 94304 (415) 327-4800 ext. 432	X
The Development of a Delivery System for Assistive Devices by L.S. Meyers, C.L. Coleman & A. Cook	Status report on the Assistive Device Center which also defines and describes the use of assistive devices.	Assistive Service Center California State University, Sac. Sacramento, CA 1980	X

RESOURCES

PROGRAM FIVE - DEVICES, TECHNOLOGY & CHANGE
Continued

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
"Devices for the Disabled"		Journal of Applied Behavior Analysis Vol. 10:591-603, Winter, 1977	
Electronic Aids for the Severely Handicapped	Catalogue of technical products and services to meet the needs of individuals with severe handicaps.	Prentke Romich Company R.D. 2, Box 191 Shreve, Ohio 44676 (216) 567-2906	X
The Pathfinder	Your guide to information resources and technology in rehabilitation.	The National Rehabilitation Information Center Eight and Varnum Sts. NE Washington DC 20064	X
"English Remediation and the Older Deaf Student: The Computer as a Tool" by David Dolman	Problems noted with computer-based instruction offered as partial solution.	American Annals of the Deaf September, 1980	
"Free Films for the Deaf" by J. Parlato	List and description of film contents	Instructional Innovator, Vol. 25 (5) May, 1980 Films for the Deaf Distribution Ctr. 5034 Wisconsin Ave., NW Washington DC 20016	X

RESOURCES

PROGRAM FIVE - DEVICES, TECHNOLOGY & CHANGE
Continued

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
Handivoice: The Voice That Actually Talks for Them!		Phonic Ear/Phonic Mirror	X
Rehabilitation Engineering and Product Information	A resource guide containing information resources, funding guide and publications.	U.S. Department of Education Washington DC 20202	
"Microcomputers in the Service of Students and Teachers - Computer Assisted Instruction of the California School for the Deaf: An Update" by Jacob Arcanin & G. Zawolkow		American Annals for the Deaf September, 1980	X
"New Devices, Breaking Barriers, Turn Disabled into the Able" by Phyllis Wollman	Sight, hearing, mobility problems all benefit from scientists' ingenuity.	Science Digest, pp. 44-48, Jan. 1980	X
"New Technologies - Dramatic Advances for Disabled Persons"		Disabled, USA Vol. 4(6), 1981:16-18 President's Committee on Employment of the Handicapped U.S. Dept. of Labor 1111 20th St. NW Washington DC 20210	X

III

RESOURCES

PROGRAM FIVE - DEVICES, TECHNOLOGY & CHANGE
Continued

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
"New Products - A Boom to the Disabled"		U.S. News and World Report, August 28, 1976, p. 6	
"New Jersey's Telecommunication Training Program for the Deaf" by Judity Toney	A description of program development and dissemination of telecommunication devices for the individual who is deaf: school training programs in 14 different districts.	American Annals of the Deaf Vol. 125(9), December, 1980	
Phone - TTY	The world's only telephone communication system for deaf-blind persons that is fully compatible with the existing telecommunication for the deaf network.	Phone - TTY Incorporated 14-25 Plaza Rd. Fairlawn, NJ 07410 (201) 796-5414	X
Read and Write with Visualter	Video visual aid information.	Read and Write with Visualter 1610 26th St. Santa Monica, CA 90404 (213) 829-6841 TWX 910-343-6875	X
A Resource Guide for Postsecondary Schools, Rehabilitation Agencies and Handicapped Individuals	Prepared to assist postsecondary schools, rehabilitation agencies, handicapped individuals, in identifying sources of educational and personal auxiliary aids.	Office of Handicapped Concerns United States Education Department U.S. Dept. of Education Washington DC 1980	X

RESOURCES

PROGRAM FIVE - DEVICES, TECHNOLOGY & CHANGE
Continued

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
"Say it with Captions" by Barbara Braverman	The use of television as an instructional tool and the use of captioning for hearing impaired viewers.	Instructional Innovator Vol. 25(8), November, 1980	
"A Self-Instruction Lab for Developing Communication Skills of Deaf Postsecondary Students at NTID" by Kandy Connell McQuay & Lenore Spagnuolo Coscar	NTID uses a unique, individualized, self-instruction lab to improve student's communication skills.	American Annal of the Deaf Vol. 3, May, 1980	
Talking Book Topic	Published bimonthly and distributed free to blind and physically handicapped individuals who participate in the Library of Congress free reading program.	CMOS - CMLJ P.O. Box 8560 Capital Heights, Maryland 20027	X
"The Utilization of the Computer with the Hearing Impaired and the Handicapped" by Paul Watson	Review of the past, present and future applications of computer technology to learning and communication problems of individuals with hearing impairment or other disabilities.	The American Annals of the Deaf Vol. 124, September, 1979	X

TITLE/AUTHOR	DESCRIPTION	AGENCY/PUBLISHER	OTHER MATERIALS
Vocational Materials Catalogue, 1981	Extensive resource directory of assistive devices.	University of Wisconsin, Madison 964 Ed. Sciences Building 1025 W. Johnson St. Madison, Wisconsin	X
"Videodisc Update" by George Propp, Given Nugent and Casey Stone	Various instructional strategies and how to capitalize on the videodisc's ability to meet the educational needs of hearing impaired students	American Annals of the Deaf September, 1980, Chapter 7.	
TTY	A system which enables deaf, hearing & speech impaired persons to communicate by telephone. The system involves sending & receiving typed message instantly. (3 base types) - MCM, MiconIndustries, 252 Oak St., Oakland, CA. Portable, rechargeable electronic unit which adapts an existing telephone. $700.00 - Porta-Tel, A. Philip Aiello, 388 West Deer Park, Gaithersburg MD 20760 Portable, rechargeable, electronic unit which adapts an existing telephone. $350.00 - T.D.I. Teletypewriters for the Deaf, Inc., 814 Thayer Ave., Silver Spring MD 20910. Large stationary unit, has its' own number and a national TTY directory is available. $800.00	Production Center for Hearing Impaired University of Nebraska 301 Barkley Center Lincoln, Nebraska 68583	X